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ABSTRACT

As part of the National Assessment of Educational Progress in reading, this volume, "Theme 6: Main Ideas and Organization," directs attention to the fact that identifying the main idea of a passage or discovering its organization requires a higher level of comprehension than merely gleaning the important facts. Some of the exercises require the individual to identify the main idea in a passage either by suggesting an appropriate title or by identifying the point the author is attempting to make. Other exercises require the individual to identify the mode in which the author organizes the facts. The first chapter gives an explanation of the theme, and the remaining chapters in the volume discuss the results of the assessment of this theme. (HOD)

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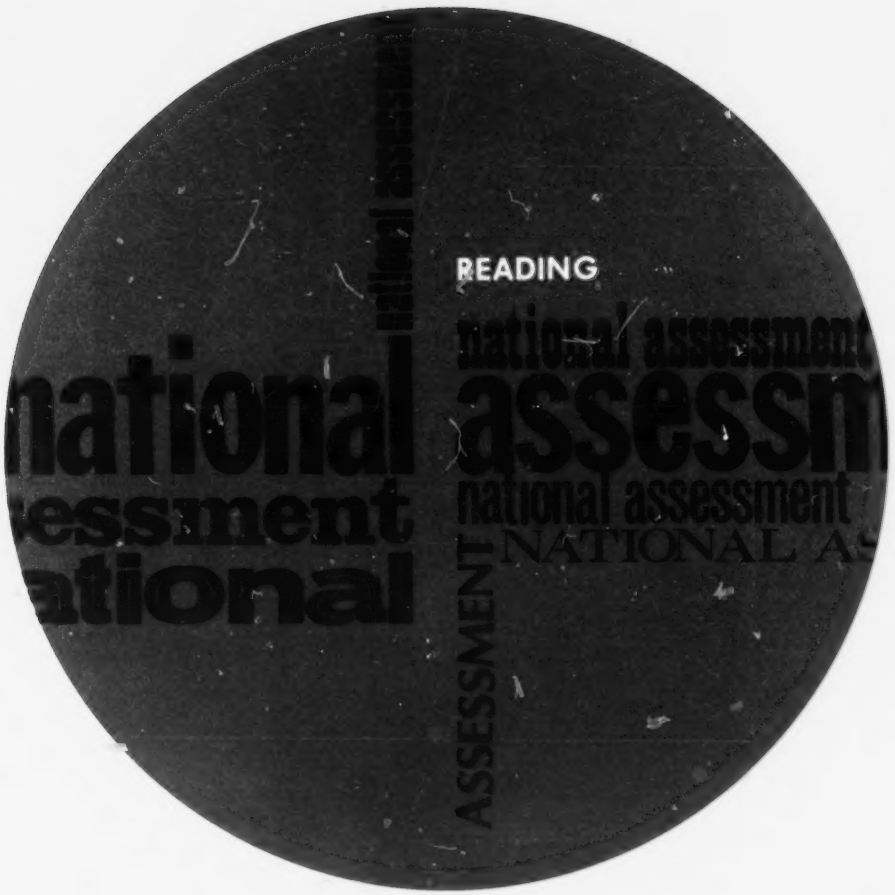

REPORT 02-R-06

MAIN IDEAS AND ORGANIZATION

1970-71 Assessment

AS 000 621

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

A Project of the Education Commission of the States

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#02-R-04	Reading: Reference Materials (Theme 4)	July, 1973
#02-R-06	Reading: Main Ideas and Organization (Theme 6)	July, 1973

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MAIN IDEAS AND ORGANIZATION

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INTRODUCTION TO THE THEMES

The results for the Year 02 assessment (Reading and Literature) are the first to be reported by theme. Conceptually, a theme defines a set of existing and potential exercises that relate to each other in content or some central idea that is meaningful to the subject area of concern. This format allows presenting all relevant results for each theme in a single report. The eight Reading themes are described briefly at the end of this introduction.

In its broadest sense, "reading" can mean such diverse things as a fortune teller's "reading" tea leaves, one person "reading" another's facial expression and so on. National Assessment is concerned with "reading" in a narrower sense--those "reading skills" usually taught in the schools--and the percentages of individuals who have attained those skills.

In everyday life, people encounter such diverse types of reading materials as books, newspapers, reference works, directions, sundry graphic materials and others. Many of these materials can be read "on the surface" or "in depth." A person may simply glean isolated facts from reading materials; or he may relate these facts to recognize the central idea the facts support, draw complex inferences from the facts or criticize the content. In his essay, "Of Studies," Francis Bacon said,

> Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read but not curiously; and some few to be read wholly, and with diligence and attention. . . Reading maketh a full man; . . .therefore, . . .if [a man] read little, he had need have much cunning, to seem to know that he doth not.

Some types of reading materials, therefore, neither require nor merit a deep, penetrating study that involves high level behaviors. Extrapolating from the Bacon quotation, we might say that a "good" reader can, first of all, discriminate between those materials that are best read shallowly and those that require a reading in depth. Then when he finds a work that needs to be "chewed and digested," he is able to do so effectively. A "poor" reader, on the other hand, can <u>at best</u> cope with the

"shallower" types of reading materials and can only muddle on the surface of more profound works.

The Reading themes represent both a variety of reading materials and a variety of behaviors these materials require. They were developed by members of the National Assessment staff and reading specialists to cluster the Reading exercises into reporting categories that are meaningful to lay persons, scholars and educators who are concerned with the reading skills of various groups of young Americans.[1]

The themes are numbered--the lower numbers designating skills that are usually identified with early reading and the higher numbers designating high order skills. Successful performance on exercises in the higher numbered themes requires some of the abilities measured in the lower numbered themes in addition to the higher order skill. This increasing complexity is apparent in the brief descriptions (below) of the Reading themes. A more detailed description of each theme appears in Chapter 1 of the respective theme report.

Theme 1: Understand Words and Word Relationships

Since most reading materials contain words, any cognitive behavior toward them requires at a minimum that the reader be able to understand the meanings of words and how words relate to form a meaningful whole. Exercises in this theme are of three types. One type requires the individual to give the meaning of a word occurring in isolation; another type requires the individual to derive the meaning of a word from its contextual use; and a third type requires the individual to recognize when sets of words relate to form a meaningful whole.

* * * * * * * * *

A person must be able to do more than merely recognize words and word relationships. In order to function adequately in everyday life, he must also be able to glean important facts from many types of materials. Themes 2-5 are all concerned with a person's ability to identify and extract significant factual information, but they differ in the method used to present the factual information.

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[1]See Chapter 3, General Information Yearbook (Report 02-GIY).

Theme 2: Graphic Materials

Subtheme A: Interpret drawings and pictures
Subtheme B: Read signs and labels
Subtheme C: Read charts, maps and graphs
Subtheme D: Read forms

Theme 2 is characterized by materials using a variety of formats other than line-by-line narrative to convey their messages. Graphic materials can be used alone in lieu of line-by-line narrative or can be used in conjunction with line-by-line narrative to clarify or augment its meaning.

Theme 3: Written Directions

Subtheme A: Understand written directions
Subtheme B: Carry out written directions

Directions are information-imparting materials that tell how to do something. The subtheme understand written directions requires only that an individual indicate that he could perform what the directions state, given the opportunity. The subtheme carry out written directions requires the individual to actually perform what the directions state under circumstances that imply understanding as a prerequisite for adequate performance.

Theme 4: Reference Materials

Subtheme A: Know appropriate reference sources
Subtheme B: Use reference materials effectively

In order to utilize information from reference materials, an individual must first know which type of reference to consult for a specific kind of information. This is the requirement of the subtheme know appropriate reference sources. Once the appropriate source is located, an individual must be able to extract the desired information, that is, use reference materials effectively. In all but one exercise--which incorporated a real dictionary--in the latter subtheme, facsimiles of reference materials were used.

Theme 5: Gleaning Significant Facts From Passages

This theme requires the most concrete level of behavior toward line-by-line narrative. Some exercises require the individual to extract certain facts while the passage is still available to him for reference. Other exercises require the

individual to recall certain facts when the passage is no longer available. Still other exercises require the individual to discern ways in which certain facts relate to each other. While all three types of exercises are concerned with facts, they require increasingly high levels of behavior.

* * * * * * * * *

Only if a person can successfully glean important facts from the types of materials in Themes 2-5 is he able to function adequately in everyday life. A good reader, however, goes beyond just gleaning facts from materials. He is able to engage in higher levels of behavior toward the materials. These higher level behaviors are the topics of Themes 6-8. Most of the exercises involve line-by-line narrative, but some represent materials like those in Themes 2-4.

Theme 6: Main Ideas and Organization

Identifying the main idea of a passage or discovering its organization requires a higher level of comprehension than merely gleaning the important facts. Some exercises require the individual to identify the main idea being expressed in a passage either by suggesting an appropriate title or by identifying the point the author is attempting to make. Other exercises require the individual to identify the mode in which the author organizes the facts.

Theme 7: Drawing Inferences

Drawing inferences requires that an individual derive a conclusion not explicitly stated in the passage but which logically might be expected on the basis of the organization of the passage and the information it contains. For some exercises, the individual needs only the information in the passage to derive a conclusion; for others, however, he must also have some additional information based upon his prior experience.

Theme 8: Critical Reading

Critical reading requires from an individual the highest level of behavior--analysis and reasoning. In addition, it requires a reaction to or an opinion about the passage. Critical reading represents a deep interaction between author and reader that can lead to an understanding that is greater than the contribution of either.

METHODS OF DESCRIBING THE DATA

In order that the reader of this and other National Assessment reports be able to obtain the fullest benefit and meaning of the data we describe, we recommend that the reader consult the General Information Yearbook (Report 02-GIY). This Yearbook discloses the origin, purposes and goals of the National Assessment project and the philosophy of assessment as contrasted to standardized testing. The Yearbook also presents the operational procedures and methods we use to obtain, score, analyze and describe our data. We believe that this information is essential for the reader to obtain a full understanding of National Assessment data.

Describing the Data

We report results for four age levels (9, 13, 17 and young adult, 26-35). Within each age level across the nation as a whole (national level), we give results for four regions of the country (Northeast, Southeast, Central and West); two sexes (male and female); two colors (Black and White); four levels of parental education (no high school, some high school, graduated from high school and post high school); and seven sizes and types of community for ages 9 and 13 and in-school age 17 (extreme inner city, extreme rural, small city, medium city, rest of big city, suburban fringe and extreme affluent suburb). Type of community information was not available for individuals in the out-of-school assessment (young adults and some 17-year-olds). For this reason, we report for young adults, only the results for four sizes of community (big city, small place, medium city and urban fringe). The size and type of community data reported for 17-year-olds applies only to those enrolled in school at the time of assessment.[1]

Most exercises have answers that can be scored "correct" or "incorrect." Many others, however, while having answers that cannot be scored "correct" or "incorrect," have some best answer or most desirable answer. We use the term--percentage of success --to describe the proportion of individuals who gave the correct, best or most desirable answer to an exercise. We express a

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[1]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of these age levels and groups.

percentage of success for the nation as a whole (entire age level) and for each of these groups on each exercise.

We then determine the difference between the percentage of success for each group and the percentage of success for the nation as a whole, and the number we obtain is called an effect. An effect is expressed as the percentage of success for a group minus the percentage of success for the nation as a whole. For example:

Northeast % of Success	-	National % of Success	=	Northeast Effect

A positive (greater than zero) effect means that a larger percentage of individuals in a group gave an acceptable answer to an exercise than did so in the nation as a whole. For example, if 74% of 13-year-olds in the Northeast gave an acceptable answer, but only 68% of the 13-year-olds in the nation as a whole gave an acceptable answer, the Northeast effect for 13-year-olds would be

Northeast % of Success	-	National % of Success	=	Northeast Effect
74%	-	68%	=	6%

A negative (less than zero) effect means that a smaller percentage of individuals in a group gave an acceptable answer to an exercise than did so in the nation as a whole. For example, if 52% of 9-year-olds in the West gave an acceptable answer but 60% of 9-year-olds in the nation as a whole gave an acceptable answer, the West effect for 9-year-olds would be

West % of Success	-	National % of Success	=	West Effect
52%	-	60%	=	-8%

Limitations of the Data

The National Assessment of Educational Progress was created to provide data regarding the educational achievements of various groups of young Americans in 10 subject areas.[2] Within the

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[2]Art, Career and Occupational Development, Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies and Writing.

limits of error due to measurement[3] and sampling error,[4] the data presented in National Assessment reports accurately describe the educational achievements of these groups as they exist in the real world. These data portray the problems facing education--improving the educational achievements of various groups of students.

Although we refer to the observed difference between an achievement for a group and that for the nation as a whole as a group effect, we do not imply a cause-effect relationship between membership in a group and that group's level of achievement. Our use of the term effect derives solely from a statistical usage. National Assessment is not intended to provide reasons for differences if they exist. Many factors can and frequently do affect the educational achievements of members of various groups. Consider, for example, a hypothetical group whose achievement is well above the national level. Most members of the group may attend schools that have excellent physical facilities and high quality faculties, belong to high social-economic families, have many reading materials available in the home, be encouraged by their parents and so on. All these factors--and others--could contribute to the group's high level of achievement while membership in the group itself may contribute very little or nothing. We simply cannot assess some of these contributing factors directly. Some of these factors are points of sensitivity to various groups. The information necessary to assess certain factors is often not obtainable (for example, younger children may not know the information). Other factors may not yet have been identified. The factors we assess "stand in" for many other factors that can and do influence educational achievement and, therefore, reflect different levels of achievement among groups.

The name of a group is merely a categorical label. Therefore, the characteristic(s) indicated by a group's name must not

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[3]Measurement error stems from three basic sources: (1) the measuring instrument; for example, instructions may be misleading or questions may be vaguely phrased or contain a tipoff to the correct answer; (2) the examinee; for example, may be emotionally upset, physically ill or handicapped or lack motivation; and (3) the measurement situation; for example, temperature and lighting conditions, noise level, pleasantness of surroundings and the test administrator.

[4]When data are obtained from samples of entire populations, it is improbable that the numbers we obtain are exactly the same as we would have obtained from the entire population. See the General Information Yearbook, Chapter 10 and Appendix C (Report 02-GIY) for a discussion of sampling error and standard error.

be construed as necessarily being the cause or even as being a cause for the high or low achievement of that group compared to the national level. Often, a disproportionately large percentage of members of a group of interest are also members of particular groups defined by other factors, all these factors may contribute to the group's high (or low) level of achievement.

The aim of National Assessment is to describe the educational achievements of entire groups, that is, populations. While we do not obtain data from all members of any group, we obtain data from carefully selected representative samples. Even data obtained in this way, however, are subject to error. Because of this error, the group effects we observe in the sample data will not be exactly the same as they would be if we were to assess all members of the group. We use statistical procedures to determine the probable extent of this sampling error.

Our major concern is with the direction of population effects. When we look at each sample effect, therefore, we need to ask, "Is this sample effect large enough that we can be reasonably certain that the direction of the population effect is the same as that of the sample effect?" When the size of a sample effect is at least two times as large as its standard error, the probability is at most 5% that an effect this large or larger would be obtained from a sample if no real population effect in that direction existed. We call such effects reliable and indicate them on exhibits with asterisks (*) to show that the indicated direction is reasonably certain for the population effect.

Reasonable certainty of direction is often not the same as a sample effects' being large enough for the corresponding population effect to be of practical importance. This must be judged by the user. In making such judgments about sample effects, however, the user must pay attention to their reliability. If a sample effect is not reliable--if we cannot be reasonably certain that it has the same direction as the corresponding population effect, we cannot place much weight on its size even if we would judge its size and direction quite important knowing this value to be the population effect.

Summarizing the Data

In summarizing the data for a group, we talk of the group's overall behavior and certain specific behaviors. An overall behavior is represented numerically by the group's median effect and reflects its relative performance as a whole on a theme. A specific behavior is represented numerically by a group's effect on a given exercise (or part of an exercise) and reflects its relative performance only on that exercise (or part). Summary

Summary statements about a group's overall behavior are derived from the group's specific effects on the individual exercises in a theme; however, it is often the case that such general statements about overall behavior do not adequately describe some of the specific effects. Therefore, caution must be exercised when applying summary statements to individual exercises. Summary statements describe a group's overall behavior on a set of exercises, that is, the behavior we would expect from the group based on the data at hand. In addition to describing each group's overall behavior, we also indicate those exercises on which each group behaved differently than we would expect relative to its own overall or median level.[5]

In summarizing the data for a theme, we would like to make a single statement that describes each group's overall behavior relative to the national level. One suitable number that describes such overall behavior is the group's median effect. It tells where the center of the distribution of a group's effects is located, that is, half the effects are above and half below the median value. However, it could be misleading to say that a group's overall behavior is above or below the national level simply because its median effect is above or below the national level. A group whose median effect is close to the national level (for example, 0.2) probably behaved more like than very different from the national level on the given set of exercises (theme).

We stated above that we could place little weight on unreliable effects. However, if a large enough proportion of a group's effects--even if none are reliable--occur either above or below the national level, we have an indication that the group's overall behavior tends to be above or below the national level. If, in addition to having a large proportion of its effects occurring in one direction, a group has many reliable effects, we have an indication that the group's overall behavior differs more strongly from the national level. We have adopted the following rules to describe when a group's overall behavior (1) tends to be about the same as the national level, (2) tends to be different (differs weakly) from the national level or (3) is characteristically different (differs strongly) from the national level.

1. A group's overall behavior on a theme tends to be about the same as the national level if fewer than

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[5]A median is the point in an ordered set of values below which 50% of the values occur. For a more complete description of the median, see the General Information Yearbook, Appendix E (Report 02-GIY).

75% of its effects occur either above or below the national level. In other words, if a group's upper quartile[6] effect is positive (greater than zero) and the lower quartile[6] effect is negative (less than zero), the group's overall behavior tends to be about the same as the national level.

2a. A group's overall behavior on a theme tends to be above the national level if at least 75% of its effects are positive. In other words, if a group's lower quartile effect is positive, the group's overall behavior tends to be above the national level.

2b. A group's overall behavior on a theme tends to be below the national level if at least 75% of its effects are negative. In other words, if a group's upper quartile effect is negative, the group's overall behavior tends to be below the national level.

3a. A group's overall behavior on a theme is characteristically above the national level if at least 75% of its effects are positive and if more than 50% of its effects are reliably greater than zero.

3b. A group's overall behavior on a theme is characteristically below the national level if at least 75% of its effects are negative and if more than 50% of its effects are reliably less than zero.

Both directional tendencies and directional characteristics provide a means of comparing each group's overall behavior with the national level. They do not tell us, however, on which exercises a group behaves quite differently than we would expect on the basis of its overall behavior.

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[6]The lower quartile is the point in an ordered set of values below which 25% of the values occur. The upper quartile is the point in an ordered set of values below which 75% of the values occur. For a more complete description of the quartiles, see the General Information Yearbook, Appendix E (Report 02-GIY).

Atypical Group Behaviors

In addition to describing each group's overall behavior relative to the national level, we describe each group's specific behaviors relative to its own overall level of behavior. As we stated earlier, a suitable number that describes a group's overall behavior is its median effect. Note on Exhibit M-1 how a group's effects distribute around the median point. An arrow (→) indicates the location of the median point of each distribution. For many groups, some effects stand notably apart from most of those in the distribution. We can think of these outstanding effects as representing a group's atypical behaviors, that is, the group's specific effects that differ markedly from its overall behavior (or median level). We have adopted the following rule to identify those exercises on which a group exhibits atypical behavior.

If an effect for a given exercise departs from the median effect by an amount at least two and one half times as large as the pooled standard error[7] of all the group's effects for a given set of exercises (theme), the group's behavior on that exercise is atypical. Again, look at the example exhibit (M-1). The zero line (Ø) represents the national level of behavior. An effect is represented by a box with an X (☒) unless it is atypical. An atypical effect is represented by an open box (☐).

If a group's overall behavior has no directional tendency, that is, if it tends to be about the same as the national level, it suffices to say that an atypical behavior is high or low for that group. See, for example, the distribution of effects for the small city group (SC) on Exhibit M-1.

On the other hand, if a group's overall behavior has either a directional tendency or a directional characteristic above the national level, or if a group's overall behavior has either a directional tendency or a directional characteristic below the national level; it is not sufficient to say that a group's atypical behavior is simply high or low. Consider, for example, the distributions for two groups from Exhibit M-1. The overall behavior for the no high school (NHS) parental education group is characteristically below the national level, and the overall behavior for the post high school (PHS) group is characteristically

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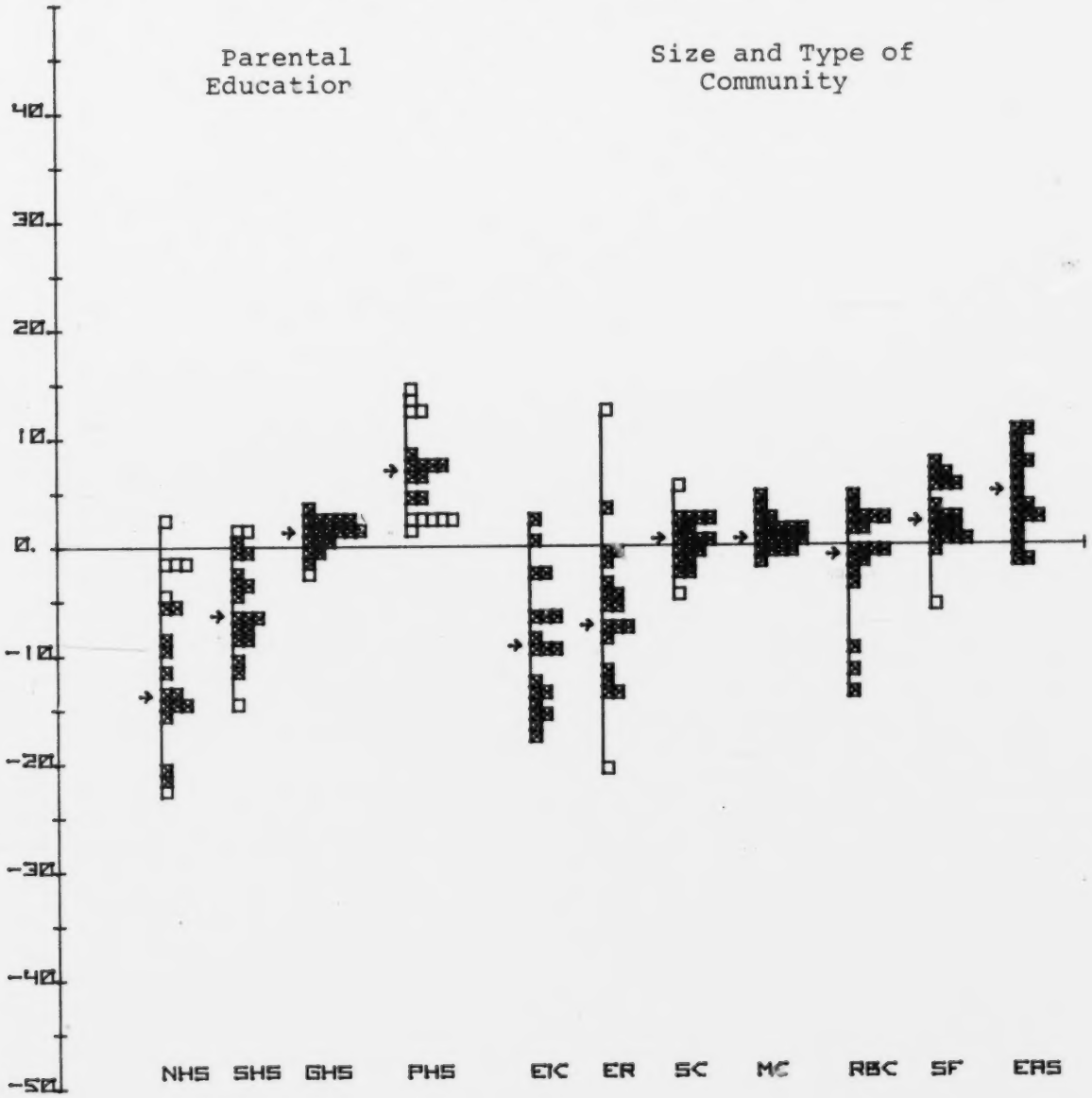
[7]Chapter 10 and Appendix C of the General Information Yearbook (Report 02-GIY) discuss the meaning and use of the standard error. Appendix C gives the formula for the pooled standard error we use.

Exhibit M-1

Example Distributions of Effects



	NHS	SHS	GHS	PHS	EIC	ER	SC	MC	RBC	SF	ERS
Median Effect	-13.7		1.3		-9.2		0.6		-0.9		4.9
		-6.3		7.0		-7.3		0.6		2.2	

KEYS:

Region

SE	Southeast
W	West
C	Central
NE	Northeast

Sex

M	Male
F	Female

Color

B	Black
W	White

Parental Education

NHS	No High School
SHS	Some High School
GHS	Graduated from High School
PHS	Post High School

Size and Type of Community (STOC)

EIC	Extreme Inner City
ER	Extreme Rural
SC	Small City
MC	Medium City
RBC	Rest of Big City
SF	Suburban Fringe
EAS	Extreme Affluent Suburb

Size of Community (SOC)

BC	Big City
SP	Smaller Places
MC	Medium City
UF	Urban Fringe

above the national level. The atypically low behaviors of the NHS group are even farther from the national level than its own median level while the atypically low behaviors of the PHS group would be closer to the national level than its own median level. Conversely, the atypically high behaviors of the PHS group are even further from the national level than its own median level while the atypically high behaviors of the NHS group are closer to the national level than its own median level.

It seems logical that we consider together (1) those atypical behaviors that are farther from the national level than a group's own median level and (2) those atypical behaviors that are closer to[8] the national level than a group's own median level.

In summary, in the age level chapters (3, 4, 5 and 6), we give particular attention to those exercises on which each group had atypical behaviors. If a group's overall behavior has no directional tendency, we describe the group's overall behaviors as being either high or low. If a group's overall behavior has a directional tendency or a directional characteristic, we describe the group's atypical behaviors as farther from or closer to the national level than the group's own median level.

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[8]An atypical effect (or behavior) described as closer to the national level most often is less extreme in the same direction as a group's tendency or characteristic. It sometimes happens, however, that a "closer to" atypical behavior occurs in the opposite direction from the national level as the group's median level. We use the single term, closer to, to describe all atypical behaviors that depart from a group's median level in the direction of the national level.

CHAPTER 1

THEME 6: MAIN IDEAS AND ORGANIZATION

A reader who can only glean significant facts from what he reads--whether graphic materials, directions, reference works or line-by-line narrative--loses much of the author's intent. The ultimate goals in reading are that the reader understand exactly what the author has said and that he be able to respond meaningfully to the author's message. These goals begin to approach fulfillment when the reader can identify the main idea or topic that the factual materials support and when the reader can identify the author's mode of structuring the factual materials to convey his message.

Most exercises in Theme 6: Main Ideas and Organization are line-by-line narrative; however, one exercise involves disarranged cartoon pictures which the reader must rearrange to reconstruct the author's story.

Many errors that a reader makes when he interprets what an author has said result from the reader's failure to comprehend the central thought of the author's message. A reader may, for example, impose his own ideas or concepts upon the author's message; that is, he construes the facts to mean something other than the author intended. We can regard the process of identifying the author's main idea as occurring in two steps. First, the reader can verbalize the point (main idea or central thought) the author is making. Exercises that assess this step require the reader to select the phrase or sentence that describes the author's main idea. Second, the reader can label the point the author is making. Here, exercises require the reader to recognize an appropriate title for the passage.

The reader can gain further benefits if he understands the author's developmental mode for his narrative, that is, how the expository facts are organized. Some exercises that assess their skill ask where in the narrative a certain important fact occurred; others ask the reader to recognize certain sequential patterns, for example, chronological order. Readers who can successfully identify the main idea of a passage and its organizational mode need these skills in order to draw inferences from a passage (Theme 7) or read a passage critically (Theme 8).

CHAPTER 2

SUMMARY OF RESULTS

In summarizing the data for Theme 6: Main Ideas and Organization, we compare the overall performance of the various groups to the national level on the set of exercises representing Theme 6. An overall performance represents the behavior we would expect, on the basis of the data at hand, from a given group on comprehending the main ideas and organization of reading materials.

Exhibit 2-1 shows the median group effects at each age level. Exhibit 2-2 shows the directional tendencies and the directional characteristics[1] of the overall group behaviors represented by the median effects.

1. A zero (0) indicates that a group's overall behavior tends to be about the same as the national level.

2a. A plus sign (+) indicates that a group's overall behavior tends to be above the national level.

2b. A minus sign (-) indicates that a group's overall behavior tends to be below the national level.

3a. A double plus sign (++) indicates that a group's overall behavior is characteristically above the national level.

3b. A double minus sign (--) indicates that a group's overall behavior is characteristically below the national level.

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[1]These terms are defined in Methods of Describing the Data, in the section Summarizing the Data.

EXHIBIT 2-1

Median Group Effects at Each Age Level

Age Level No. of Effects	9 (21)	13 (20)	17 (17)	Adult (8)
Region				
Southeast	-5.8	-4.5	-4.7	-8.0
West	-1.2	-0.6	-2.4	2.2
Central	3.2	2.8	1.7	0.9
Northeast	1.8	2.4	2.5	1.4
Sex				
Male	-1.9	-1.7	-2.4	0.7
Female	1.9	1.7	2.2	-0.7
Color				
Black	-16.5	-18.2	-18.7	-21.5
White	2.9	3.3	2.4	2.8
Parental Education				
No High School	-7.8	-11.1	-10.4	-9.9
Some High School	-5.7	-4.8	-7.8	-0.4
Graduated High School	0.8	0.2	-0.7	2.2
Post High School	5.9	7.5	6.2	9.2
Size and Type of Community*				
Extreme Inner City	-15.7	-8.6	-7.3	
Extreme Rural	-4.1	-4.2	-3.4	
Small City	-1.5	-0.5	-0.5	
Medium City	1.0	-0.4	-0.1	
Rest of Big City	0.2	-2.3	2.1	
Suburban Fringe	2.1	1.8	0.8	
Extreme Affluent Suburb	8.0	7.3	7.1	
Size of Community				
Big City				-4.1
Small Place				0.7
Medium City				1.5
Urban Fringe				1.3

*Type of community information was not available for out-of-school individuals (young adults and some 17-year-olds). Size and type of community median effects at age 17 apply only to those in school.

EXHIBIT 2-2

Directional Tendencies and Directional Characteristics

Age Level	9	13	17	Adult
Region				
Southeast	--	-	--	--
West	0	0	-	+
Central	+	+	+	0
Northeast	+	+	+	0
Sex				
Male	--	-	--	0
Female	++	+	++	0
Color				
Black	--	--	--	--
White	++	++	++	++
Parental Education				
No High School	-	--	--	--
Some High School	-	-	--	0
Graduated High School	0	0	0	+
Post High School	+	++	++	++
Size and Type of Community*				
Extreme Inner City	--	--	--	
Extreme Rural	-	-	-	
Small City	-	0	0	
Medium City	0	0	0	
Rest of Big City	0	0	+	
Suburban Fringe	0	+	0	
Extreme Affluent Suburb	++	++	++	
Size of Community				
Big City				-
Small Place				0
Medium City				0
Urban Fringe				+

*Type of community information was not available for out-of-school individuals (young adults and some 17-year-olds). Size and type of community median effects at age 17 apply only to those in school.

CHAPTER 3

RESULTS FOR AGE 9

The 9-year-olds participating in the 1970-71 Reading assessment were born during the calendar year 1961. About three fourths of them were enrolled in the fourth grade at the time of the assessment, and most of the remainder were enrolled in the third grade.

First, we describe each group's overall behavior on the Theme 6 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Twenty-one specific effects (behaviors) on main ideas and organization are summarized at age 9. Twelve of these represent released exercises and are described in detail. The other nine behaviors represent unreleased exercises to be used in future assessments. Exhibit 3-1 shows the distribution of the 21 effects representing Theme 6 for each group relative to the national level indicated by the Ø line. Each group's median level is indicated by an arrow (→). Each specific behavior is represented by a box with an X (☒) unless it differs atypically from the group's median level; then it is represented by an open box (☐).

When a group's overall behavior has been described as tending to be above (+) or tending to be below (-), or as characteristically above (++) or characteristically below (--) the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level or (2) atypically closer to[1] the national level.

When a group's overall behavior has been described as being about the same as the national level (0), a specific behavior for

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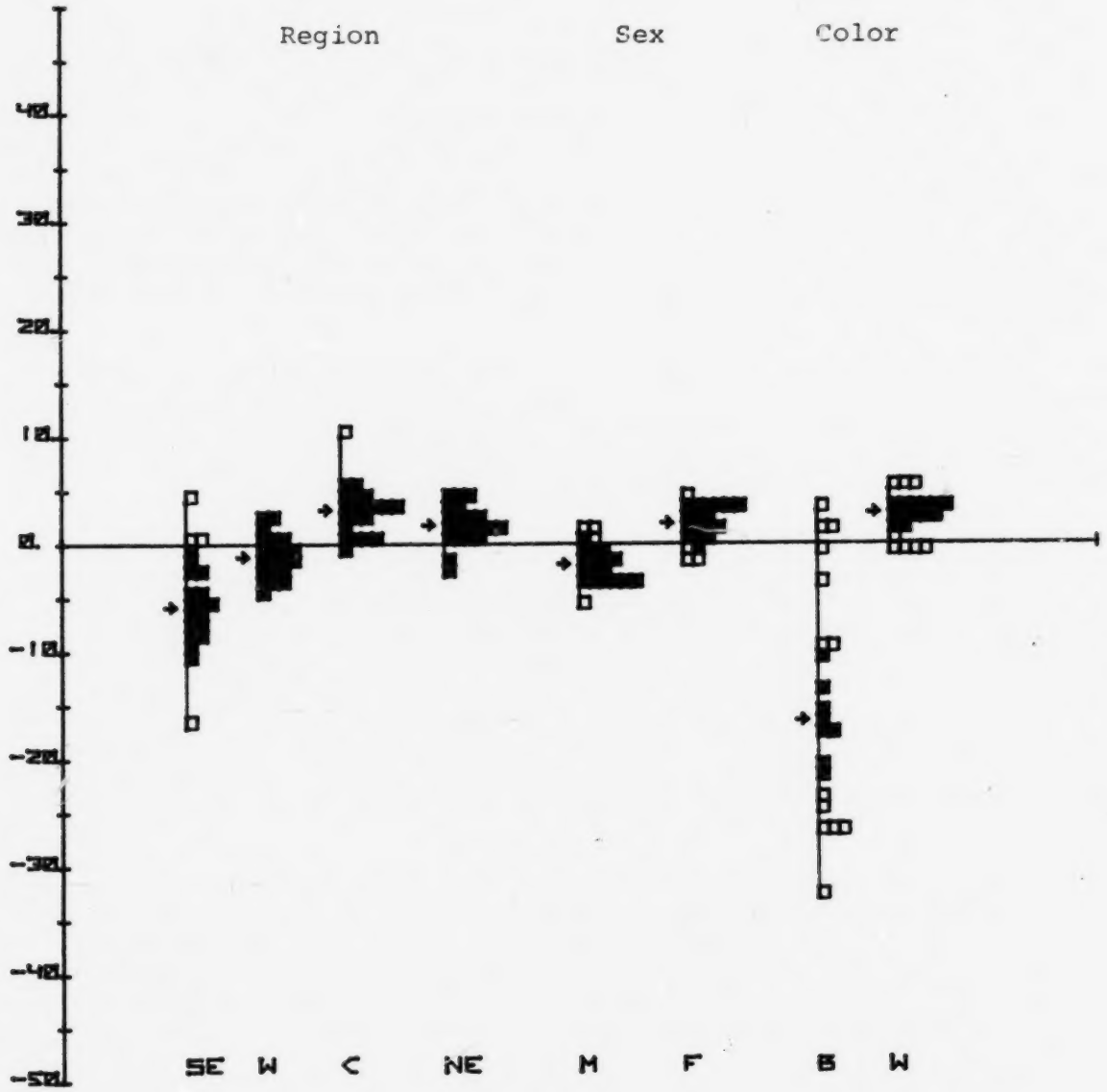
[1]An atypical effect (or behavior) described as being closer to the national level may be (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

EXHIBIT 3-1A

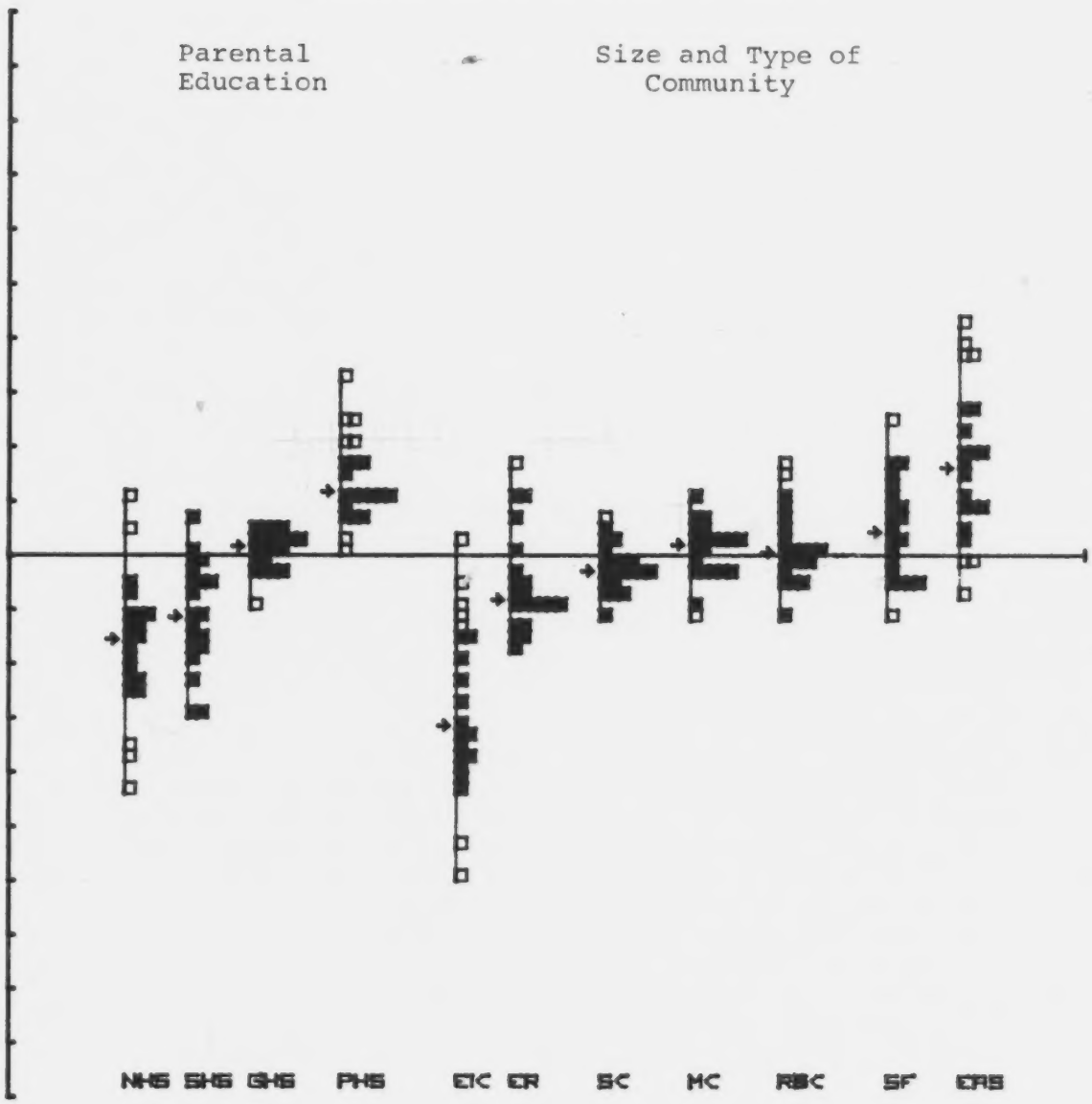
Distribution of Effects for Age 9



	SE	W	C	NE	M	F	B	W
Median Effect	-5.8	-1.2	3.2	1.8	-1.9	1.9	-16.5	2.9

EXHIBIT 3-1B

Distribution of Effects for Age 9



	NHS	SHS	GHS	PHS	EIC	ER	SC	MC	RBC	SF	ERS
Median Effect	-7.8		0.8		-15.7		-1.5		0.2		8.0
		-5.7		5.9		-4.1		1.0		2.1	

that group can be atypically high or low relative to the group's median level.

Region

With a median effect of -5.8, Southeastern 9-year-olds had an overall behavior characteristically below the national level. However, their behavior was atypically closer to the national level on a released exercise (R608) that required recognizing that the Helen Keller story is presented in chronological order and on an unreleased exercise (U601) that asked for the main idea of a passage about Colorado. They also performed atypically farther from the national level on Exercise R610 that required arranging in the correct order a series of events that could occur at a baseball game.

Western 9-year-olds had a median effect of -1.2 and an overall behavior that tended to be about the same as the national level. They had no atypical behaviors.

The Central and Northeastern 9-year-olds had median effects of 3.2 and 1.8, respectively. Both groups had overall behaviors tending to be above the national level. The Central group performed atypically farther from the national level on Exercise R610 (order of events at a baseball game). The Northeastern group had no atypical behaviors.

Sex

While boys had a median effect of -1.9 and an overall behavior characteristically below the national level, girls had a median effect of 1.9 and an overall behavior characteristically above the national level. The behavior of both groups was atypically closer to the national level on two released exercises (R608 and R619). The first required recognizing that the Helen Keller story is presented in chronological order; the second required recognizing that the topic of a story is "a stormy day at sea." Both groups performed atypically farther from the national level on released Exercise R605 that required recognizing the first event in a story about an ant that went on a picnic.

Color

While Black 9-year-olds had a median effect of -16.5 and an overall behavior characteristically below the national level, White 9-year-olds had a median effect of 2.9 and an overall behavior characteristically above the national level. The behavior

of both groups was atypically closer to the national level on Exercise R608 (chronological order of Keller story) and on three unreleased exercises: U606 asked for the main point of a scientific passage; U607 asked for the organization of a scientific passage; and U621 asked for the best title of an exploration story. The Blacks also performed atypically closer to the national level on Exercise R604 that asked for the best title of a story about the history of Easter eggs and on Exercise U601 that asked for the main idea of a passage about Colorado.

Both groups had behaviors atypically farther from the national level on three released exercises: R610 asked for the correct sequence of events that could happen at a baseball game; R618 required recognizing the parallel organization of two stories; and R619 required recognizing that the topic of a story is "a stormy day at sea." Blacks also performed atypically farther from the national level on three other released exercises: R603 required recognizing how many reasons are stated for wanting a dog; R605 required recognizing the first event in a story about an ant that went on a picnic; and R615 required recognizing that the main idea of a story was comparing sports cars and passenger cars.

Parental Education[2]

The no high school and some high school groups had median effects of -7.8 and -5.7, respectively. Both groups had overall behaviors tending to be below the national level. While the some high school group had no atypical behaviors, the no high school group performed atypically closer to the national level on Exercise R608 (chronological order of Keller story) and on Exercise U621 that asked for the best title of an exploration story. They also performed atypically farther from the national level on an unreleased exercise (U620) that asked for the main idea of a humorous passage about mosquitoes and on two released exercises: R605 required recognizing the first event in a story about an ant that went on a picnic, and R610 asked for the correct sequence of events that could happen at a baseball game.

With a median effect of 0.8, the graduated from high school group had an overall behavior that tended to be about the same as the national level. However, they performed atypically low on Exercise R612 that asked for the main idea of a passage on the interdependence of all living things.

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[2]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental education groups.

The post high school group had a median effect of 5.9 and an overall behavior characteristically above the national level. Their behavior was atypically farther from the national level on unreleased Exercise U620 (main idea--mosquito passage) and on four released exercises: R605 (first event--ant on a picnic), R610 (order of events--baseball game), R612 (interdependence of living things) and R618 (parallel organization of two stories). They behaved atypically closer to the national level on Exercise R608 (chronological order of Keller story).

Size and Type of Community[3]

The extreme inner city group had a median effect of -15.7 and an overall behavior characteristically below the national level. However, their behavior was atypically closer to the national level on Exercise R608 (chronological order of Keller story) and on three unreleased exercises: U601 asked for the main idea of a passage about Colorado; U606 asked for the main idea of a scientific passage; and U607 asked for the organization of a scientific passage. They performed atypically farther from the national level on Exercise R605 (ant that went on a picnic) and R610 (order of events at a baseball game).

The extreme rural and small city groups had median effects of -4.1 and -1.5, respectively. The overall behavior of both groups tended to be below the national level. The extreme rural group had no atypical behaviors. The small city group performed atypically closer to the national level on Exercise U601 that asked for the main idea of a passage about Colorado.

The medium city, rest of big city and suburban fringe groups had median effects of 1.0, 0.2 and 2.0, respectively. The overall behavior of all three groups tended to be about the same as the national level. The medium city group performed atypically low on Exercise R618 that required recognizing parallel organization in two stories. The rest of big city group performed atypically high on Exercise R614 that required recognizing that the main idea of a passage was Colorado mountains and on Exercise R616 which required recognizing that a passage began by giving the symptoms of scarlet fever. The suburban fringe group performed atypically high on Exercise U620 (main idea--passage about mosquitoes) and performed atypically low on Exercise U621 that asked for the best title for an exploration story.

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[3]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size and type of community groups.

With a median effect of 8.0, the extreme affluent suburb group had an overall behavior characteristically above the national level. Their behavior was atypically farther from the national level on Exercise U620 (main idea--passage about mosquitoes) and on three released exercises: R604 asked for the best title for a passage about the history of Easter eggs; R610 asked for the order of events that could occur at a baseball game; and R618 required recognizing parallel organization in two stories. They had behaviors atypically closer to the national level on two unreleased exercises: U601 (main idea--passage about Colorado) and U606 (main point of a scientific passage).

* * * * * * * * *

The data for each released exercise representing main ideas and organization are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown as it appeared to the respondent except that the correct answer is indicated. The percentage of 9-year-olds choosing each answer is also shown.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. The effects can also be seen graphically. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group percentage of success with the national percentage of success.

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

Exercise 603 -- Age 9

Read the story and answer the question which follows it.

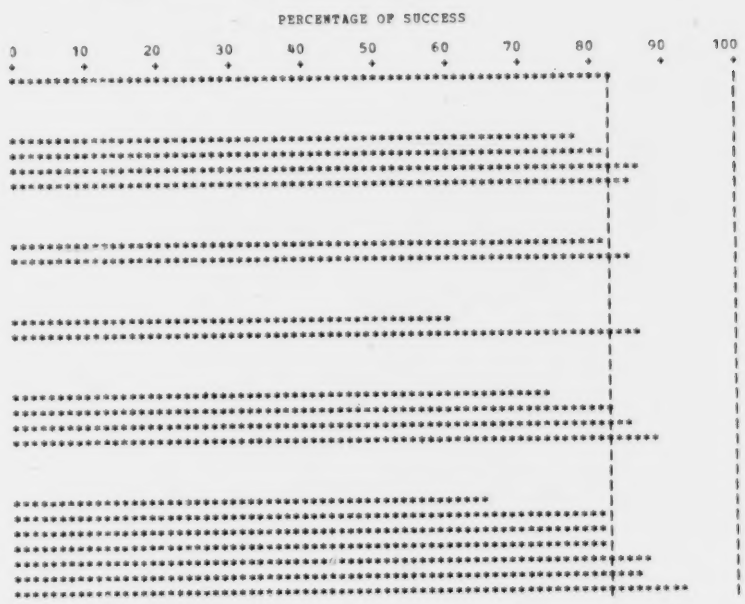
I would rather have a dog than a cat for a pet. These are my reasons. First, a dog is friendlier than a cat. Second, a dog can go anywhere with you. Third, a dog is easier to take care of than a cat.

Nat'l % Choosing Each Answer	How many reasons does this person give for wanting a dog instead of a cat for a pet?
5.2%	○ One
6.0%	○ Two
83.0%	● Three
4.0%	○ Four
1.4%	○ I don't know.
0.3%	No response

N02 07 3/1 03*X603010 R12000M0

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
83.0	---	NATIONAL	
		REGION	
77.2	-5.8*		Southeast
81.8	-1.2		West
86.2	3.2*		Central
85.1	2.1		Northeast
		SEX	
80.8	-2.2*		Male
85.4	2.3*		Female
		COLOR	
60.0	-23.0*		Black
86.9	3.8*		White
		PARENTAL EDUCATION	
73.9	-9.2*		No High School
82.4	-0.7		Some High School
88.9	1.9		Graduated High Sch.
88.4	5.4*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
64.3	-18.2*		Extreme Inner City
81.5	-1.6		Extreme Rural
81.6	-1.4		Small City
81.7	-1.4		Medium City
87.3	4.3		Rest Of Big City
86.7	3.7*		Suburban Fringe
92.5	9.5*		Extreme Aff Suburb



Exercise 603 -- Age 9

Objective II: Analyze what is read.
Subobjective A: Be able to trace sequences.

On this exercise, 9-year-olds must understand that ordinal numbers refer to a sequence of things--in this case, reasons for wanting a dog. They also must be able to translate ordinal numbers into cardinal numbers--specifically in this case, third into three. Eighty-three percent of 9-year-olds were successful on this exercise.

Exercise 604 -- Age 9

Read the story on the opposite page so that you can complete the sentence on this page.

Nat'l % Choosing Each Answer	The title which tells the MOST about this story is
19.3%	○ "Painted Easter Eggs."
26.0%	● "Easter Eggs in the Past."
7.2%	○ "Easter Eggs in Scotland."
44.5%	○ "Easter Eggs in King Edward's Day."
2.7%	○ I don't know.
0.2%	No response

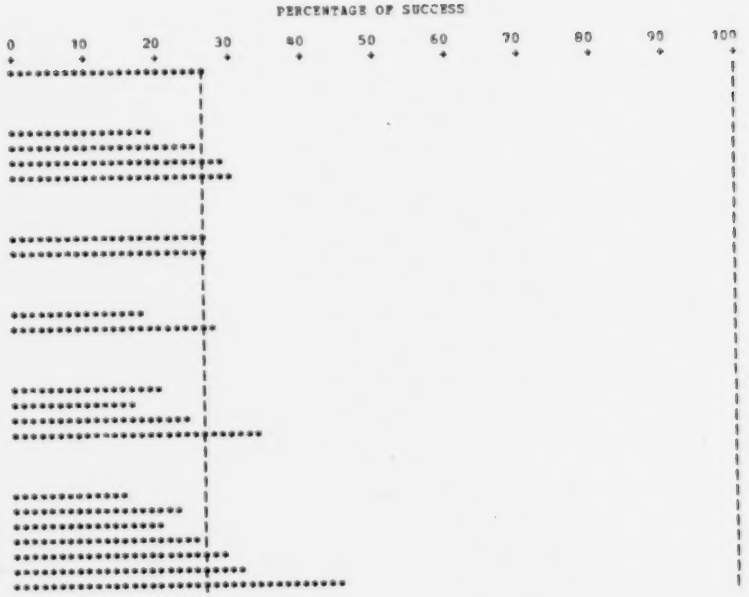
Almost seven hundred years ago, King Edward of England bought 450 Easter eggs painted gold and other bright colors. He paid about 18 cents for all of them. Prices have gone way up since then. Easter eggs have been made not only from real eggs. Some of the most beautiful were fancy oval-shaped objects of silver and enamel, colorful stones or glass. Many had ribbons, beads, or feathers on them. Some of the tastiest looking eggs could not be fried or boiled. They were made of chocolate or of sugar-filled candy. During the 19th century, candy eggs with a window at one end and tiny scenes inside were given as gifts. In England messages and dates were written on the eggs, and in Scotland children were given hard-boiled eggs as toys on Easter Sunday.

#02 09 3/1 02*X604011 R1000040 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
26.0	---	NATIONAL	
		REGION	
19.0	-7.0*		Southeast
25.2	-0.9		West
28.5	2.4		Central
29.7	3.7		Northeast
		SEX	
25.7	-0.3		Male
26.3	0.3		Female
		COLOR	
17.1	-9.0*		Black
27.6	1.6*		White
		PARENTAL EDUCATION	
20.5	-5.5		No High School
16.2	-9.8*		Some High School
24.8	-1.7		Graduated High Sch.
34.3	8.2*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
15.0	-11.0*		Extreme Inner City
22.1	-3.9		Extreme Rural
20.6	-5.4*		Small City
24.7	-1.3		Medium City
28.3	2.2		Rest Of Big City
30.9	4.8*		Suburban Fringe
45.0	18.9*		Extreme Aff Suburb

PERCENTAGE OF SUCCESS



Exercise 604 -- Age 9

Overlaps: Ages 13 and 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

On this exercise, 9-year-olds were asked to pick the best of four suggested titles for a story relating the history of Easter eggs. Only 26% of 9-year-olds recognized that the story was really about "Easter Eggs in the Past." Although Easter eggs of many eras and places were described, 45% chose "Easter Eggs in King Edward's Day," and 19% chose "Painted Easter Eggs."

Exercise 605 -- Age 9

Read the story and answer the question which follows it.

One day Amos the Ant took his lunch to the park. He sat under a tree and started to eat. Then some children came over. Amos gave them some food. It was a fine day for a picnic.

Nat'l % Choosing Each Answer	What did Amos do FIRST in the story?
9.8%	○ He had a picnic.
13.5%	○ He ate his lunch.
2.3%	○ He climbed a tree.
64.5%	● He went to the park.
1.9%	○ He found some children.
5.6%	○ I don't know.
2.5%	No response

W03 01 3/1 04*X605012 R02000*0

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
64.5	---	NATIONAL	
		REGION	
59.3	-5.1	Southeast	
60.2	-4.2	West	
69.9	5.4*	Central	
66.6	2.2	Northeast	
		SEX	
59.4	-5.0*	Male	
69.4	4.9*	Female	
		COLOR	
38.0	-26.4*	Black	
68.4	3.9*	White	
		PARENTAL EDUCATION	
46.1	-18.3*	No High School	
56.3	-8.1	Some High School	
64.8	0.4	Graduated High Sch.	
77.2	12.7*	Post High School	
		SIZE-AND-TYPE OF COMMUNITY	
37.5	-26.9*	Extreme Inner City	
56.6	-7.8	Extreme Rural	
64.4	-0.1	Small City	
65.4	1.0	Medium City	
63.4	-1.0	Rest Of Big City	
66.6	2.1	Suburban Fringe	
78.3	13.8*	Extreme Aff Suburb	

Exercise 605 -- Age 9

Objective II: Analyze what is read.
Subobjective A: Be able to trace sequences.

Here's a switch! An ant goes on a picnic and the children come. The 9-year-olds had to recognize the first thing Amos (the ant) did in the story, and 65% correctly said "He went to the park." Fourteen percent said "He ate his lunch" and 10% said "He had a picnic." These events are mentioned, but they did not occur first.

Exercise 608 -- Age 9

Read the passage and answer the question on the next page.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

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cles, including an autobiography of her early years.*

*Golden Home and High School Encyclopedia, Vol. 10, reprinted by permission of Golden Press, Inc.

Nat'l % Choosing Each Answer	How does the author present the story of Helen Keller?
14.1%	○ As a diary
9.5%	○ As a flashback
9.8%	○ In interview form
6.2%	● In chronological order
30.6%	○ As an eyewitness to Helen Keller's achievements
26.7%	○ I don't know.
3.3%	No response

W05 14 3/1 04*X608012 802000M0 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
6.2	---	NATIONAL	******|
		REGION	
6.5	0.3	Southeast	******|
6.6	0.5	West	******|
6.7	0.5	Central	******|
4.9	-1.3	Northeast	*****|
		SEX	
7.8	1.6*	Male	*******|
4.5	-1.7*	Female	*****|
		COLOR	
7.9	1.8	Black	*******|
5.8	-0.4*	White	******|
		PARENTAL EDUCATION	
11.9	5.7	No High School	***********|
9.3	3.2	Some High School	*********|
4.9	-1.4	Graduated High Sch.	*****|
7.4	1.3	Post High School	*******|
		SIZE-AND-TYPE OF COMMUNITY	
7.1	1.0	Extreme Inner City	*******|
9.6	3.4*	Extreme Rural	*********|
6.4	0.3	Small City	******|
6.2	0.0	Medium City	******|
3.4	-2.8*	Rest Of Big City	****|
3.6	-2.6*	Suburban Fringe	****|
7.6	1.4	Extreme Aff Suburb	*******|

Exercise 608 -- Age 9

Overlaps: Ages 13 and 17

Objective II: Analyze what is read.
Subobjective B: Perceive the structure and organization of the work.

In order to cope adequately with this exercise, 9-year-olds would have to know the meaning of such words as diary, flashback, interview, chronological, eyewitness and achievements. That most 9-year-olds did not know at least some of these words is attested to by the fact that only 6% of them correctly chose "in chronological order." Thirty percent admitted not knowing or made no response. The most attractive incorrect choice (31%) was "as an eyewitness to Helen Keller's achievements"--possibly a quite logical answer to the typical 9-year-old.

Exercise 609 -- Age 9

Read the story and answer the question which follows it.

The wind pushed the boat farther and farther out to sea. It started to rain and the fog grew thick. The boy and his father were lost at sea.

Nat'l % Choosing Each Answer	What happened FIRST in the story?
2.5%	○ It became foggy.
10.4%	○ It started to rain.
2.1%	○ The boat turned over.
83.4%	● The boat went out to sea.
1.4%	○ I don't know.
0.2%	No response

MJ6 05 3/1 04*X609012 B0200080 9

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
83.4	---	NATIONAL		**********
		REGION		
78.8	-4.5*		Southeast	*********
85.8	2.4		West	**********
83.9	0.5		Central	**********
84.2	0.9		Northeast	**********
		SEX		
80.3	-3.1*		Male	*********
86.4	3.0*		Female	**********
		COLOR		
69.9	-13.4*		Black	*******
85.8	2.4*		White	**********
		PARENTAL EDUCATION		
71.4	-12.0*		No High School	********
82.9	-0.5		Some High School	**********
85.0	1.6		Graduated High Sch.	**********
88.3	5.0*		Post High School	**********
		SIZE-AND-TYPE OF COMMUNITY		
67.0	-16.4*		Extreme Inner City	********
79.2	-4.1		Extreme Rural	*********
84.8	1.5		Small City	**********
84.8	1.4		Medium City	**********
84.9	1.5		Rest Of Big City	**********
83.9	0.5		Suburban Fringe	**********
87.4	4.1*		Extreme Aff Suburb	**********

Exercise 609 -- Age 9

Objective II: Analyze what is read.
Subobjective A: Be able to trace sequences.

Here 9-year-olds were asked to detect that the boat's going out to sea was the first event in the story--83% of them were successful. That "the boat went out to sea" is not stated explicitly that way in the story may account for the fact that 10% said "it started to rain" which is stated explicitly.

Exercise 610 -- Age 9

Number the events in the order in which they would happen at a baseball game.

Place a 1 in the box beside the event that would happen first.
Place a 2 in the box beside the event that would happen next.
Continue to number the events in the order in which they would happen at a baseball game.

[5] The final score was Yankees 5, Red Sox 4.

[1] The home team was taking the field for the start of the game.

[3] The people in the stands stood for the seventh inning stretch.

[2] The crowd cheered as the third out in the fourth inning was made.

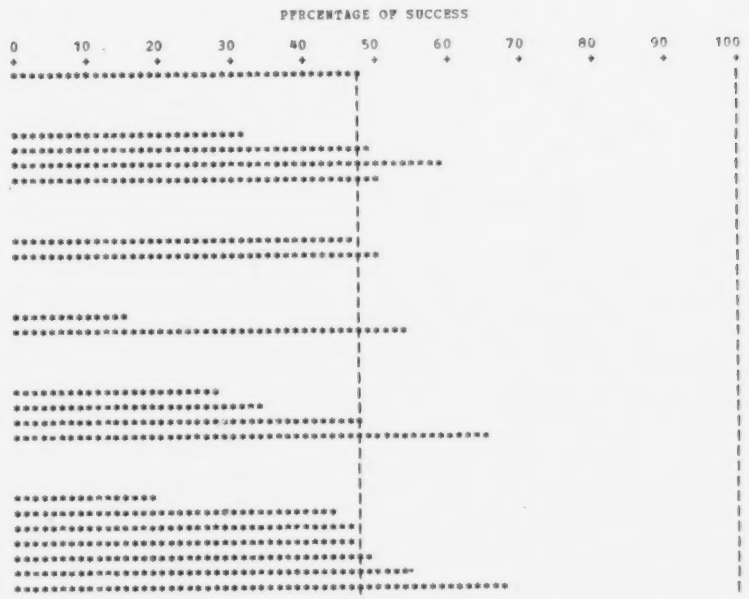
[4] The Yankee outfielder slid into home plate, tying the ballgame in the ninth inning.

Nat'l % Choosing Each Answer	
	No response
51.9%	I don't know.
	Incorrect order
48.1%	Correct order

M06 13 4/1 01*X610012 002000M0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
48.1	---	NATIONAL	
		REGION	
31.8	-16.3*		Southeast
48.5	0.4		West
58.1	10.2*		Central
50.0	1.9		Northeast
		SEX	
46.2	-1.9*		Male
50.0	1.9*		Female
		COLOR	
15.4	-32.7*		Black
53.9	5.7*		White
		PARENTAL EDUCATION	
27.0	-21.1*		No High School
33.9	-14.2*		Some High School
47.1	-1.0		Graduated High Sch.
64.4	16.4*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
18.7	-29.4*		Extreme Inner City
43.2	-4.9		Extreme Rural
46.6	-1.5		Small City
46.3	-1.8		Medium City
48.9	0.8		Rest Of Big City
54.2	6.1		Suburban Fringe
67.0	18.9*		Extreme Aff Suburb



Exercise 610 -- Age 9

Overlaps: Age 13

Objective II: Analyze what is read.
Subobjective A: Be able to trace sequences.

This exercise gives a list of events that could happen at a baseball game. Forty-eight percent of 9-year-olds were able to indicate the order in which these events would have happened. Here again it is necessary to understand ordinal numbers in order to arrange the second, third and fourth events correctly.

Exercise 612 -- Age 9

Read the passage and answer the question on the next page.

One spring Farmer Brown had an unusually good field of wheat.

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environment is likely to bring about a whole series of changes."

*Balance in Nature, Bertha Morris Parker, reprinted by permission of Harper and Row Publishers.

Nat'l % Choosing Each Answer		What is the MAIN idea of this passage?
26.5%	○	Farmers should not shoot any birds.
15.0%	○	Insects eat up all the farmer's crops.
6.8%	○	No crops can be grown without sunlight.
10.7%	○	Birds eat up most of the farmer's grain.
26.9%	●	All living things are affected by living things.
10.1%	○	I don't know.
3.9%		No response

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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
26.9	---	NATIONAL	**********
		REGION	
24.4	-2.5	Southeast	**********
23.0	-3.9	West	**********
30.8	3.9	Central	**********
28.3	1.3	Northeast	**********
		SEX	
25.5	-1.4	Male	**********
28.4	1.4	Female	**********
		COLOR	
10.5	-16.5*	Black	****
29.0	2.4*	White	**********
		PARENTAL EDUCATION	
16.9	-10.0*	No High School	*******
21.2	-5.7	Some High School	**********
32.1	-4.8*	Graduated High Sch.	**********
37.9	10.9*	Post High School	**********
		SIZE-AND-TYPE OF COMMUNITY	
19.1	-7.8*	Extreme Inner City	*******
22.3	-4.6	Extreme Rural	**********
25.1	-1.9	Small City	**********
26.9	-0.1	Medium City	**********
26.8	-0.5	East Of Big City	**********
26.3	-0.6	Suburban Fringe	**********
38.8	11.8*	Extreme Aff Suburb	**********

Exercise 612 -- Age 9

Overlaps: Ages 13, 17 and Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This passage discusses the balance among both living and non-living environmental factors and how an upset in any one of them can affect many others. Only 27% of 9-year-olds chose the best answer, "All living things are affected by living things." An equal percentage said "Farmers should not shoot any birds"--only a single aspect of the main idea. Other answers that are merely factual aspects of the total message attracted 15% and 11% of the responses. In general, 9-year-olds had a difficult time relating facts to obtain the main idea of the passage.

Exercise 614 -- Age 9

Read the passage and answer the question which follows it.

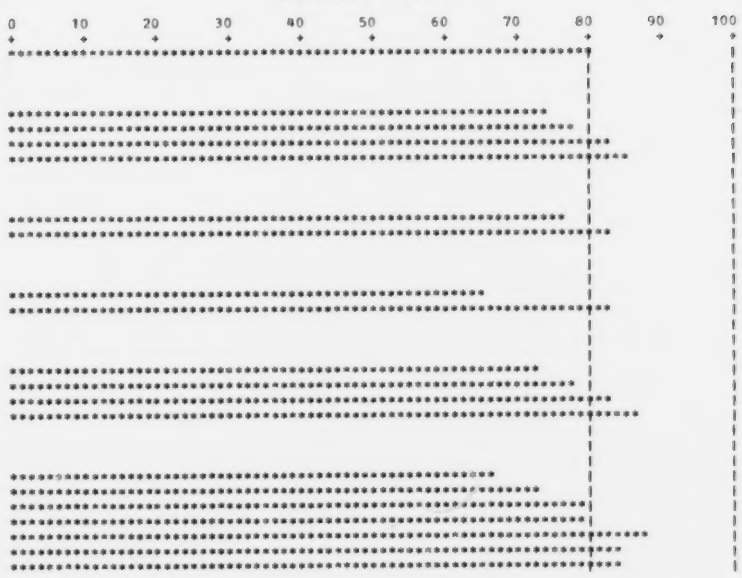
Colorado has many mountains. Colorado has more than 1,000 peaks two miles high. Gold was discovered in Colorado in 1859. A total of 54 of the 69 highest mountains in the United States are in Colorado.

Nat'l % Choosing Each Answer	Which words tell what this passage is MAINLY about?
2.8%	○ Fish in Colorado
2.7%	○ Hunting in Colorado
9.2%	○ Mining in Colorado
79.7%	● Mountains in Colorado
4.4%	○ I don't know.
1.2%	No response

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
79.7	---	NATIONAL	
		REGION	
73.3	-6.4*		Southeast
76.9	-2.8		West
82.2	2.5		Central
84.7	4.9*		Northeast
		SEX	
76.6	-3.2*		Male
82.9	3.1*		Female
		COLOR	
64.4	-15.3*		Black
82.6	2.9*		White
		PARENTAL EDUCATION	
72.9	-6.9		No High School
77.0	-2.7		Some High School
82.3	2.6		Graduated High Sch.
85.6	5.9*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
66.6	-13.1*		Extreme Inner City
72.8	-6.9		Extreme Rural
78.9	-0.9		Small City
78.1	-1.6		Medium City
87.7	7.9*		Rest Of Big City
84.2	4.4*		Suburban Fringe
84.1	4.4		Extreme Aff Suburb

PERCENTAGE OF SUCCESS



Exercise 614 -- Age 9

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This passage required relating several facts to derive the main idea of the passage--"Mountains in Colorado." Eighty percent of 9-year-olds were successful. The fact that the discovery of gold is mentioned in the passage may account for 9% choosing "Mining in Colorado."

Exercise 615 -- Age 9

Read the passage and answer the question which follows it.

A sports car differs from an ordinary passenger car in that

material deleted due to copyright restrictions

better gas mileage than an ordinary passenger car.*

Nat'l % Choosing Each Answer	What does the writer tell you about sports cars?
1.6%	○ Prices
2.4%	○ Colors and styles
2.2%	○ Places to buy them
2.4%	○ Number of people they hold
83.7%	● How sports cars differ from passenger cars
6.2%	○ I don't know.
1.4%	No response

*Golden Home and High School Encyclopedia, vol. 7, reprinted by permission of Golden Press, Inc.

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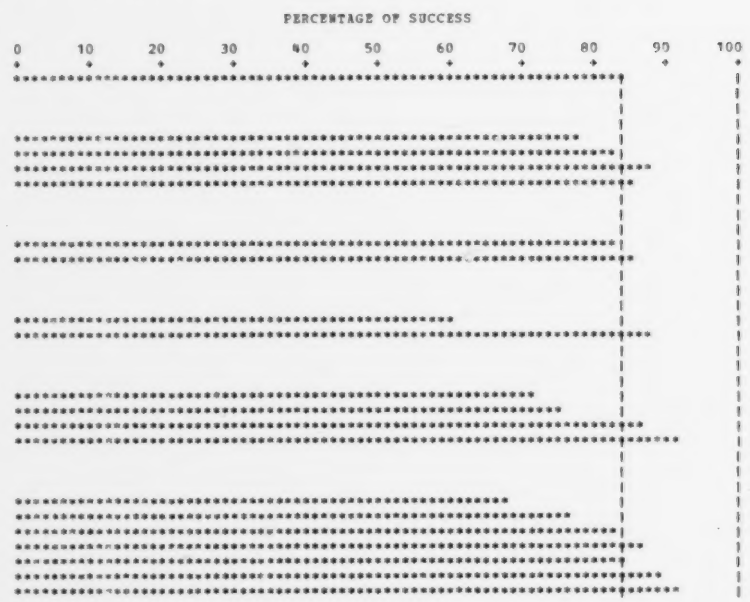
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
83.7	---	NATIONAL	
		REGION	
77.9	-5.9*		Southeast
82.5	-1.3		West
86.9	3.2*		Central
85.5	1.8		Northeast
		SEX	
82.0	-1.7*		Male
85.4	1.7*		Female
		COLOR	
59.5	-24.2*		Black
87.6	3.9*		White
		PARENTAL EDUCATION	
70.8	-12.9*		No High School
75.0	-8.7		Some High School
86.5	2.7		Graduated High Sch.
91.9	8.1*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
66.9	-16.8*		Extreme Inner City
76.0	-7.7		Extreme Rural
82.1	-1.6		Small City
86.0	2.2		Medium City
83.6	-0.1		Rest Of Big City
89.1	5.6*		Suburban Fringe
91.1	7.4*		Extreme Aff Suburb



Exercise 615 -- Age 9

Overlaps: Ages 17 and Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This passage presents several facts that describe how sports cars differ from ordinary passenger cars. Eighty-four percent of 9-year-olds successfully related the relevant facts to form the main idea of the passage.

Exercise 616 -- Age 9

Read the passage and complete the sentence on the next page.

Scarlet fever begins with fever, chills, headache, and sore

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pneumonia, and inflammation of the heart.*

*Golden Home and High School Encyclopedia, vol. 16, reprinted by permission of Golden Press, Inc.

Nat'l % Choosing Each Answer		The passage BEGINS by telling us
15.8%	○	how to take care of scarlet fever.
6.8%	○	how to keep from getting scarlet fever.
4.2%	○	how old you have to be to get scarlet fever.
18.1%	○	that other diseases may accompany scarlet fever.
45.3%	●	how you look and feel when you get scarlet fever.
9.2%	○	I don't know.
0.5%		No response

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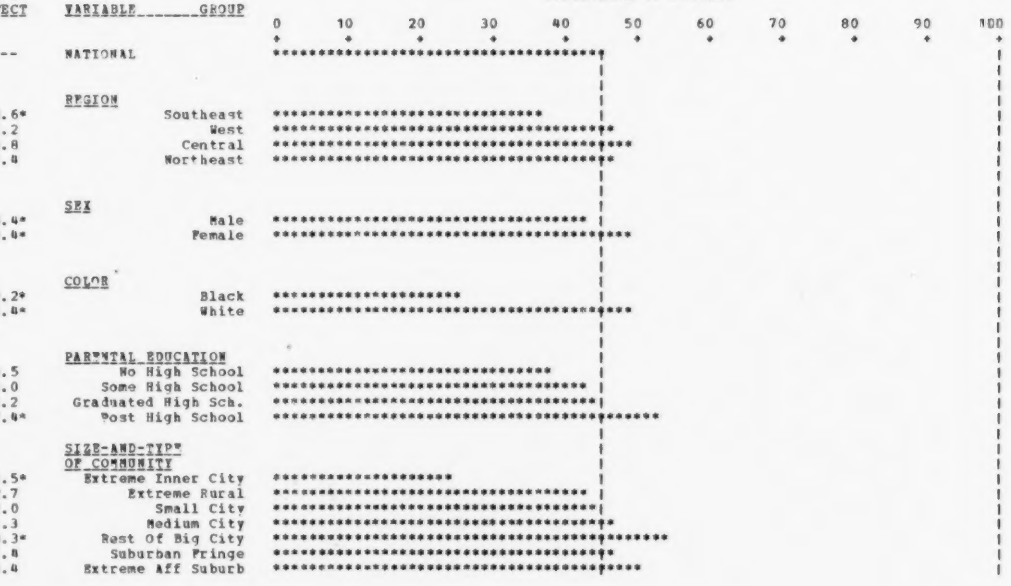
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
45.3	---	NATIONAL	
		REGION	
36.7	-8.6*		Southeast
46.6	1.2		West
49.1	3.8		Central
46.7	1.4		Northeast
		SEX	
42.0	-3.4*		Male
48.7	3.4*		Female
		COLOR	
25.1	-20.2*		Black
48.8	3.4*		White
		PARENTAL EDUCATION	
36.9	-8.5		No High School
42.3	-3.0		Some High School
44.1	-1.2		Graduated High Sch.
52.8	7.4*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
23.9	-21.5*		Extreme Inner City
42.7	-2.7		Extreme Rural
43.3	-2.0		Small City
46.6	1.3		Medium City
53.6	8.3*		Rest Of Big City
46.7	1.4		Suburban Fringe
49.8	4.4		Extreme Aff Suburb

PERCENTAGE OF SUCCESS



Exercise 616 -- Age 9

Overlaps: Ages 13 and 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This passage gives a brief description of scarlet fever--from early and subsequent symptoms through diagnosis and treatment to possible accompanying side effects. Success on this exercise required recognizing this sequential development and being able to state that the passage begins by "telling us how you look and feel when you get scarlet fever." Only 45% of 9-year-olds could do this successfully. Eighteen percent said "that other diseases may accompany scarlet fever"--a fact given late in the passage, and 16% said "how to take care of scarlet fever"--when treatment is discussed beyond the middle part of the passage. Thus it would seem that most 9-year-olds had difficulty grasping the organization of this passage.

Exercise 618 -- Age 9

Read the two stories and answer the question which follows them.

Story 1

A handsome prince was riding his horse in the woods. He saw a dragon chasing a beautiful princess. The prince killed the dragon. The prince and the princess were then married.

Story 2

Mary was taking a boat ride on a lake. The boat tipped over. Mary was about to drown when a young man jumped in the lake and saved her.

Nat'l % Choosing Each Answer	If Story 2 ends like Story 1, what would happen next in Story 2?
10.6%	○ A prince would kill a dragon.
6.4%	○ The young man would become a prince.
65.5%	● Mary and the young man would get married.
5.8%	○ The king would give the young man some money.
7.5%	○ I don't know.
4.2%	No response

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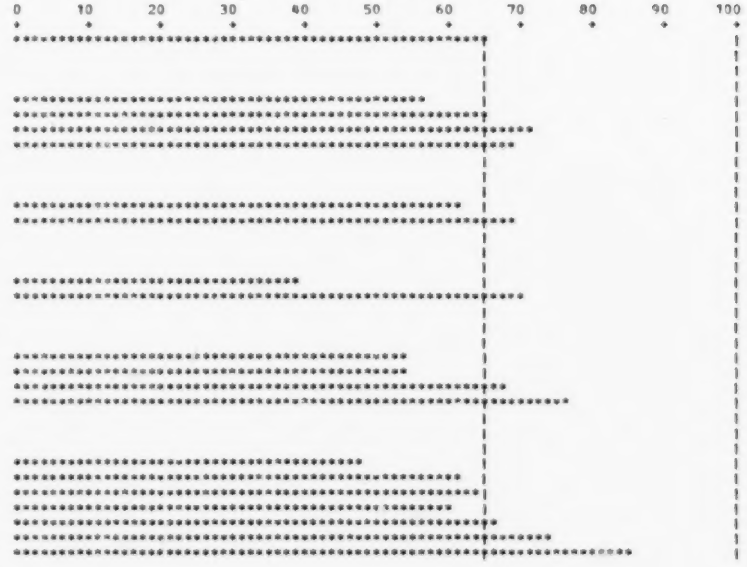
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
65.5	---	NATIONAL	
		REGION	
55.9	-9.6*		Southeast
65.3	-0.3		West
70.7	5.2*		Central
68.6	3.1		Northeast
		SEX	
61.7	-3.8*		Male
69.2	3.7*		Female
		COLOR	
39.3	-26.2*		Black
70.6	5.0*		White
		PARENTAL EDUCATION	
53.7	-11.8*		No High School
54.4	-11.1*		Some High School
67.2	1.7		Graduated High Sch.
76.0	10.4*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
48.0	-17.5*		Extreme Inner City
61.9	-3.7		Extreme Rural
64.0	-1.5		Small City
59.9	-5.6*		Medium City
65.9	0.4		East Of Big City
73.7	8.2*		Suburban Fringe
85.1	19.6*		Extreme Aff Suburb

PERCENTAGE OF SUCCESS



Exercise 618 -- Age 9

Overlaps: Age 13

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

Two thought processes are necessary for success on this exercise. First, one must recognize the general paradigm of the two stories: girl in distress; hero saves girl; hero and girl get married. Second, one must recognize that the third part of the paradigm is missing from Story 2 and infer that Mary and the young man would get married. Sixty-six percent of 9-year-olds were successful. Since none of the incorrect answers is plausible if the parallel organization of the two stories is discerned, the 23% who chose one of these incorrect answers apparently failed to discern this parallel structure.

Exercise 619 -- Age 9

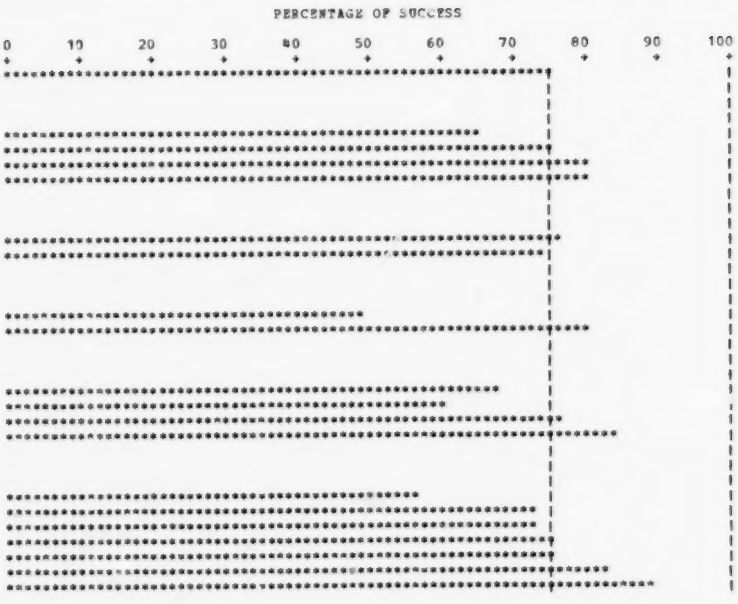
Read the story and complete the sentence which follows it.

The wind pushed the boat farther and farther out to sea. It started to rain and the fog grew thick. The boy and his father were lost at sea.

Nat'l % Choosing Each Answer	This story is MAINLY about
18.9%	○ the wind.
1.5%	○ fun at the seashore.
2.1%	○ a ride in a new car.
74.9%	● a stormy day at sea.
2.0%	○ I don't know.
0.7%	No response

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
78.9	---	NATIONAL	
		REGION	
68.6	-10.3*		Southeast
78.6	-0.3		West
79.4	4.5*		Central
79.4	4.5*		Northeast
		SEX	
76.5	1.6		Male
73.3	-1.6		Female
		COLOR	
49.4	-26.5*		Black
90.3	5.4*		White
		PARENTAL EDUCATION	
67.1	-7.8		No High School
60.6	-14.3*		Some High School
76.1	1.2		Graduated High Sch.
83.4	8.5*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
56.6	-18.3*		Extreme Inner City
72.9	-2.0		Extreme Rural
72.2	-2.7		Small City
75.3	0.4		Medium City
78.8	-0.1		Rest Of Big City
82.2	7.3*		Suburban Fringe
88.5	13.6*		Extreme Aff Suburb



Exercise 619 -- Age 9

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This exercise required that 9-year-olds relate certain facts (wind, rain, fog, sea) to develop the main idea of the passage--a stormy day at sea. Seventy-five percent were successful, but 19% said the wind--only one factor contributing to the total message.

CHAPTER 4

RESULTS FOR AGE 13

The 13-year-olds participating in the 1970-71 Reading assessment were born during the calendar year 1957. About three fourths of them were enrolled in the eighth grade at the time of the assessment, and most of the remainder were enrolled in the seventh grade.

First, we describe each group's overall behavior on the Theme 6 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Twenty specific effects (behaviors) on main ideas and organization are summarized at age 13. Nine of these represent released exercises and are described in detail. The other 11 behaviors represent unreleased exercises to be used in future assessments. Exhibit 4-1 shows the distribution of the 20 effects representing Theme 6 for each group relative to the national level indicated by the Ø line. A group's median level is indicated by an arrow (→). Each specific behavior is represented by a box with an X (☒) unless it differs atypically from the group's median level; then it is represented by an open box (☐).

When a group's overall behavior has been described as tending to be above (+) or tending to be below (-), or as characteristically above (++) or characteristically below (--) the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level or (2) atypically closer to[1] the national level.

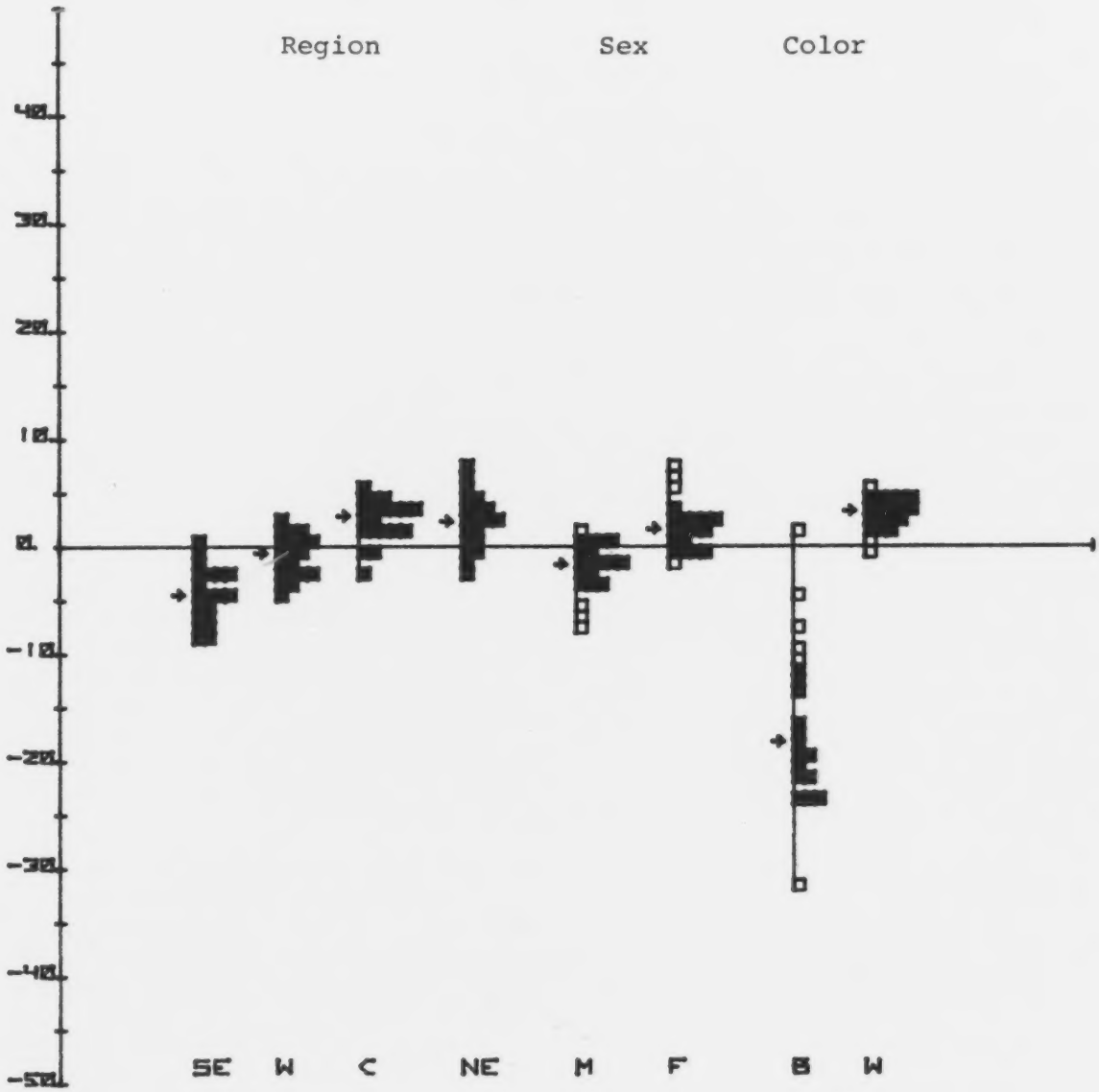
When a group's overall behavior has been described as being about the same as the national level (0), a specific behavior for

---

[1]An atypical effect (or behavior) described as being closer to the national level may be (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

EXHIBIT 4-1A

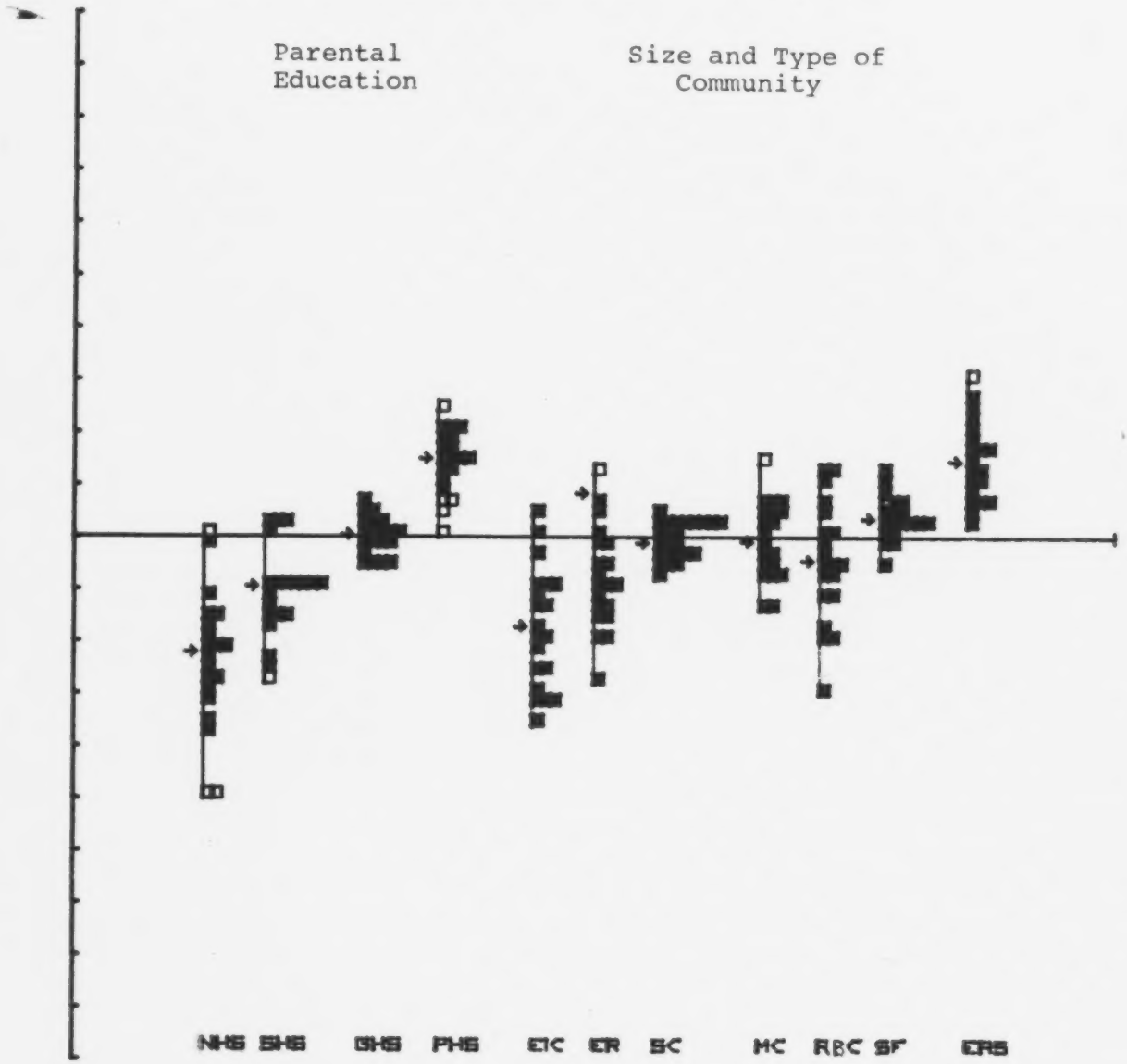
Distribution of Effects for Age 13



Median Effect	-4.5		2.9		-1.7		-18.2	
		-0.6		2.4		1.7		3.3

EXHIBIT 4-1B

Distribution of Effects for Age 13



	NHS	SHS	GHS	PHS	ETC	ER	SC	MC	RBC	SF	ERS
Median Effect	-11.1		0.2		-8.6		-0.5		-2.3		7.3
		-4.8		7.5		-4.2		-0.4		1.8	

that group can be atypically high or low relative to the group's median level.

Region

With a median effect of -4.5, Southeastern 13-year-olds had an overall behavior that tended to be below the national level. They had no atypical behaviors.

Western 13-year-olds had a median effect of -0.6 and an overall behavior tending to be about the same as the national level. They had no atypical behaviors.

Central and Northeastern 13-year-olds had median effects of 2.8 and 2.4, respectively. Both groups had overall behaviors that tended to be above the national level. Neither group behaved atypically on any exercise.

Sex

While boys had a median effect of -1.7 and an overall behavior tending to be below the national level, girls had a median effect of 1.7 and an overall behavior tending to be above the national level. The behavior of both groups was atypically farther from the national level on Exercise R626 that required recognizing the organization of an article on scarlet fever and on two unreleased exercises: U601 asked for the main idea of a passage about Colorado, and U607 asked for the organization of a scientific passage. Both groups performed atypically closer to the national level on Exercise R628 that asked for the organization of comic strip pictures.

Color

While Black 13-year-olds had a median effect of -18.2 and an overall behavior characteristically below the national level, White 13-year-olds had a median effect of 3.3 and an overall behavior characteristically above the national level. The behavior of both groups was atypically farther from the national level on Exercise R610 that required recognizing the correct order of events that could occur at a baseball game. Both groups performed atypically closer to the national level on Exercise R622 that required recognizing that the main topic of an article was the definition of the word "beat" and on Exercise U624 that asked for the main idea of a metaphoric passage about reading. Blacks also performed atypically closer to the national level on Exercise U623 that required recognizing the sequence of events in a narration and on two released exercises: R626 asked for the

organization of an article on scarlet fever, and R628 asked for the organization of comic strip pictures.

Parental Education[2]

With a median effect of -11.1, the no high school group had an overall behavior characteristically below the national level. They behaved atypically closer to the national level on Exercise U624 that asked for the main idea of a metaphoric passage about reading. Their behavior was atypically farther from the national level on Exercise R612 that required recognizing that the main idea of a passage was the interdependence of all living things, and on R616 in which a passage began by giving the symptoms of scarlet fever.

The some high school group had a median effect of -4.8 and an overall behavior that tended to be below the national level. They performed atypically farther from the national level on Exercise U620 that asked for the main idea of a passage about mosquitoes.

With a median effect of 0.2, the graduated from high school group had an overall behavior that tended to be about the same as the national level. They had no atypical behaviors.

The post high school group had a median effect of 7.5 and an overall behavior characteristically above the national level. They performed atypically farther from the national level on Exercise U620 (main idea--passage about mosquitoes). However, their behavior was atypically closer to the national level on two released and two unreleased exercises: R622 asked for the main subject of an article on the definition of the word "beat"; R628 asked for the organization of comic strip pictures; U624 asked for the main idea of a metaphoric passage about reading; and U625 required recognizing a sequence in performing a magic trick.

Size and Type of Community[3]

With a median effect of -8.6, the extreme inner city group had an overall behavior characteristically below the national level. They had no atypical behaviors.

---

[2]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental education groups.

[3]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size and type of community group.

With a median effect of -4.2, the extreme rural group had an overall behavior tending to be below the national level. They performed atypically closer to the national level on Exercise U613 that asked for the main point of a comic strip.

The small city, medium city and rest of big city groups had median effects of -0.5, -0.4 and -2.3, respectively. All three groups had overall behaviors tending to be about the same as the national level. The small city and rest of big city groups had no atypical behaviors, but the medium city group performed atypically high on Exercise R604 that required recognizing the best title for a passage on the history of Easter eggs.

With a median effect of 1.8, the suburban fringe group had an overall behavior that tended to be above the national level. They had no atypical behaviors.

The extreme affluent suburb group had a median effect of 7.3 and an overall behavior characteristically above the national level. Their behavior was atypically farther from the national level on Exercise R608 that required recognizing that a story about Helen Keller was given in chronological order.

* * * * * * * * *

The data for each released exercise representing main ideas and organization are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown as it appeared to the respondent except that the correct answer is indicated. The percentage of 13-year-olds choosing each answer is also shown.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group, both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group percentage of success with the national percentage of success.

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

RELEASED EXERCISES

Exercise 604 -- Age 13

Read the story on the opposite page so that you can complete the sentence on this page.

Nat'l % Choosing Each Answer	The title which tells the MOST about this story is
11.8%	○ "Painted Easter Eggs."
53.7%	● "Easter Eggs in the Past."
2.7%	○ "Easter Eggs in Scotland."
30.6%	○ "Easter Eggs in King Edward's Day."
0.7%	○ I don't know.
0.5%	No response

Almost seven hundred years ago, King Edward of England bought 450 Easter eggs painted gold and other bright colors. He paid about 18 cents for all of them. Prices have gone way up since then. Easter eggs have been made not only from real eggs. Some of the most beautiful were fancy oval-shaped objects of silver and enamel, colorful stones or glass. Many had ribbons, beads, or feathers on them. Some of the tastiest looking eggs could not be fried or boiled. They were made of chocolate or of sugar-filled candy. During the 19th century, candy eggs with a window at one end and tiny scenes inside were given as gifts. In England messages and dates were written on the eggs, and in Scotland children were given hard-boiled eggs as toys on Easter Sunday.

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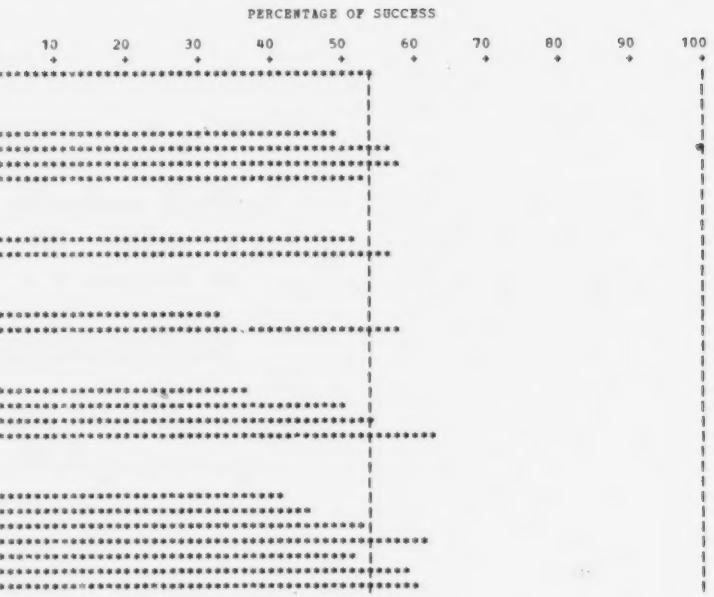
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
53.7	---	NATIONAL	
		REGION	
49.1	-4.7		Southeast
56.3	2.6		West
57.1	3.4		Central
51.9	-1.8		Northeast
		SEX	
51.8	-2.0		Male
55.7	2.0		Female
		COLOR	
32.6	-21.1*		Black
57.8	4.0*		White
		PARENTAL EDUCATION	
35.9	-17.8*		No High School
49.5	-4.2		Some High School
54.0	0.3		Graduated High Sch.
62.1	8.3*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
41.6	-12.1*		Extreme Inner City
44.5	-9.2*		Extreme Rural
52.9	-0.9		Small City
61.2	7.4*		Medium City
51.5	-2.2		Rest Of Big City
58.9	5.1		Suburban Fringe
59.6	5.9		Extreme Aff Suburb



Exercise 604 -- Age 13

Overlaps: Ages 9 and 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This story gives a brief history of Easter eggs from the time of King Edward I to the 19th century. The 13-year-olds were asked to select the best of four suggested titles for this story; 54% correctly chose "Easter Eggs in the Past." However, 31% picked "Easter Eggs in King Edward's Day"--only the earliest of those discussed, and 12% said "Painted Easter Eggs"--only King Edward's were mentioned as being painted. Thus, 43% of 13-year-olds (as well as the 4% who said "Easter Eggs in Scotland," "I don't know" or made no response) failed to comprehend the total message of the story.

Exercise 608 -- Age 13

Read the passage and answer the question on the next page.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

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early years.*

*Golden Home and High School Encyclopedia, vol. 10, reprinted by permission of Golden Press, Inc.

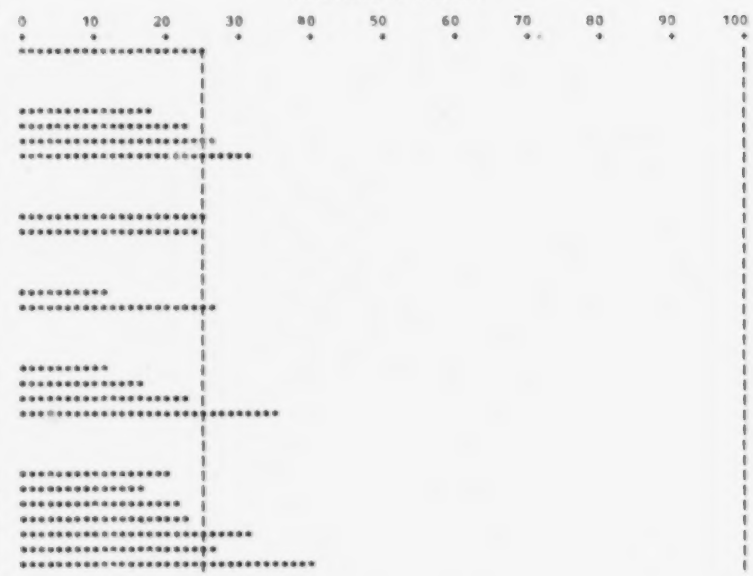
Nat'l % Choosing Each Answer	How does the author present the story of Helen Keller?
15.0%	○ As a diary
18.2%	○ As a flashback
16.3%	○ In interview form
24.4%	● In chronological order
22.7%	○ As an eyewitness to Helen Keller's achievements
2.8%	○ I don't know.
0.6%	No response

T12 14 3/1 04*X608012 R0200040 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP
24.4	---	NATIONAL
		REGION
17.9	-6.5*	Southeast
22.2	-2.2	West
25.8	1.4	Central
30.8	6.4*	Northeast
		SEX
24.9	0.5	Male
23.9	-0.5	Female
		COLOR
11.1	-13.3*	Black
26.7	2.3*	White
		PARENTAL EDUCATION
11.2	-13.2*	No High School
16.6	-7.8*	Some High School
22.7	-1.7	Graduated High Sch.
34.9	10.5*	Post High School
		SIZE-AND-TYPE OF COMMUNITY
20.4	-4.0	Extreme Inner City
16.9	-7.6*	Extreme Rural
21.6	-2.8	Small City
21.9	-2.5	Medium City
31.0	6.6	Rest Of Big City
25.9	1.5	Suburban Fringe
39.8	15.4*	Extreme Aff Suburb

PERCENTAGE OF SUCCESS



Exercise 608 -- Age 13

Overlaps: Ages 9 and 17

Objective II: Analyze what is read.
Subobjective B: Perceive the structure and organization of the work.

In order to cope adequately with this exercise, 13-year-olds would have to understand such words as diary, flashback, interview, chronological, eyewitness and achievement. Only 24% chose the correct answer--"in chronological order"--and nearly as many chose the various incorrect answers. In fact, the percentages selecting the various answers are about those we would expect if respondents randomly guessed. Apparently, most 13-year-olds would not admit not knowing the answer.

Exercise 610 -- Age 13

Number the events in the order in which they would happen at a baseball game.

Place a 1 in the box beside the event that would happen first. Place a 2 in the box beside the event that would happen next. Continue to number the events in the order in which they would happen at a baseball game.

[5] The final score was Yankees 5, Red Sox 4.

[1] The home team was taking the field for the start of the game.

[3] The people in the stands stood for the seventh inning stretch.

[2] The crowd cheered as the third out in the fourth inning was made.

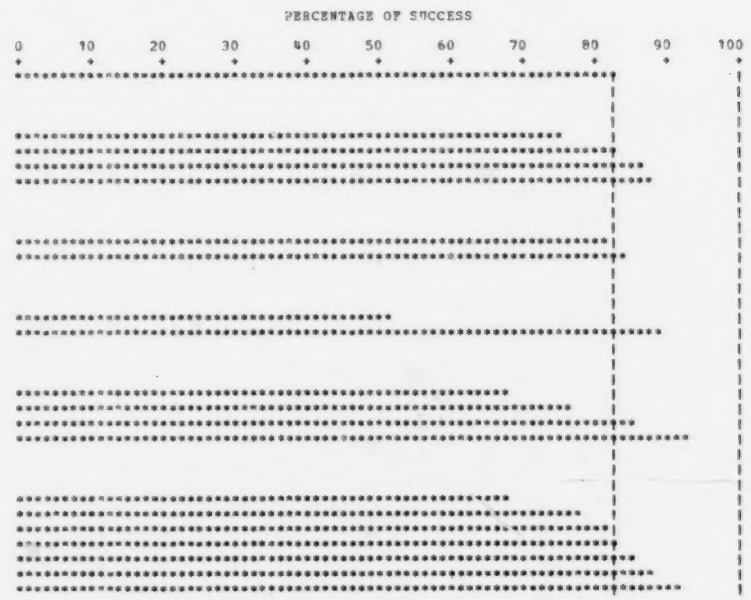
[4] The Yankee outfielder slid into home plate, tying the ballgame in the ninth inning.

Nat'l % Choosing Each Answer	
	No response
17.1%	I don't know.
	Incorrect order
82.9%	Correct order

T13 08 4/1 01*X610312 H0200040 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
82.9	---	NATIONAL	
		REGION	
75.4	-7.5*		Southeast
82.2	-0.7		West
86.3	3.3*		Central
87.3	4.4*		Northeast
		SEX	
81.3	-1.6		Male
84.3	1.4		Female
		COLOR	
51.6	-31.3*		Black
88.2	5.3*		White
		PARENTAL EDUCATION	
67.5	-15.4*		No High School
75.8	-7.1*		Some High School
85.3	2.3*		Graduated High Sch.
92.1	9.2*		Past High School
		SIZE-AND-TYPE OF COMMUNITY	
67.8	-15.1*		Extreme Inner City
77.5	-5.4		Extreme Rural
80.7	-2.2		Small City
82.0	-0.9		Medium City
85.2	2.3		Rest Of Big City
87.4	4.5*		Suburban Fringe
91.3	8.4*		Extreme Aff Suburb



Exercise 610 -- Age 13

Overlaps: Age 9

Objective II: Analyze what is read.
Subobjective A: Be able to trace sequences.

This exercise gives a list of events that could happen at a baseball game. Eighty-three percent of 13-year-olds were able to indicate the order in which these events would have happened. Success depended upon the understanding of ordinal numbers in order to arrange the second, third and fourth events correctly.

Exercise 612 -- Age 13

Read the passage and answer the questions on the next page.

One spring Farmer Brown had an unusually good field of wheat

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environment is likely to bring about a whole series of changes.*

*Balance in Nature, Bertha Morris Parker, reprinted by permission of Harper and Row Publishers.

Nat'l % Choosing Each Answer		What is the MAIN idea of this passage?
9.6%	○	Farmers should not shoot any birds.
5.5%	○	Insects eat up all the farmer's crops.
2.8%	○	No crops can be grown without sunlight.
3.8%	○	Birds eat up most of the farmer's grain.
75.1%	●	All living things are affected by living things.
2.7%	○	I don't know.
0.5%		No response

T02 14 3/1 05*X612011 R10000*0 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
75.1	---	NATIONAL	
		REGION	
69.7	-5.4*	Southeast	
74.5	-1.6	West	
79.7	4.7*	Central	
76.7	1.6	Northeast	
		SEX	
73.2	-1.9*	Male	
77.1	2.0*	Female	
		COLOR	
51.4	-23.7*	Black	
79.7	4.7*	White	
		PARENTAL EDUCATION	
50.5	-24.6*	No High School	
69.4	-5.6	Some High School	
77.6	2.5	Graduated High Sch.	
85.4	10.3*	Post High School	
		SIZE-AND-TYPE OF COMMUNITY	
57.3	-17.7*	Extreme Inner City	
71.5	-3.6	Extreme Rural	
76.6	1.6	Small City	
73.2	-1.8	Medium City	
69.9	-5.2	Rest Of Big City	
77.5	2.4	Suburban Fringe	
84.3	9.2*	Extreme Aff Suburb	

Exercise 612 -- Age 13

Overlaps: Ages 9, 17 and Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This passage discusses the balance among both living and non-living environmental factors and how an upset in any one of them can affect many others. Seventy-five percent of 13-year-olds chose the best answer, "All living things are affected by living things." Most 13-year-olds, therefore, appeared able to relate various facts and derive the main idea of the passage. However, nearly 25% still chose answers that reflected supporting facts rather than the total message.

Exercise 616 -- Age 13

Read the passage and complete the sentence on the next page.

Scarlet fever begins with fever, chills, headache, and sore

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pneumonia, and inflammation of the heart.*

*Golden Home and High School Encyclopedia, vol. 16, reprinted by permission of Golden Press, Inc.

Nat'l % Choosing Each Answer		The passage BEGINS by telling us
3.5%	○	how to take care of scarlet fever.
1.5%	○	how to keep from getting scarlet fever.
1.0%	○	how old you have to be to get scarlet fever.
9.5%	○	that other diseases may accompany scarlet fever.
81.8%	●	how you look and feel when you get scarlet fever.
2.5%	○	I don't know.
0.2%		No response

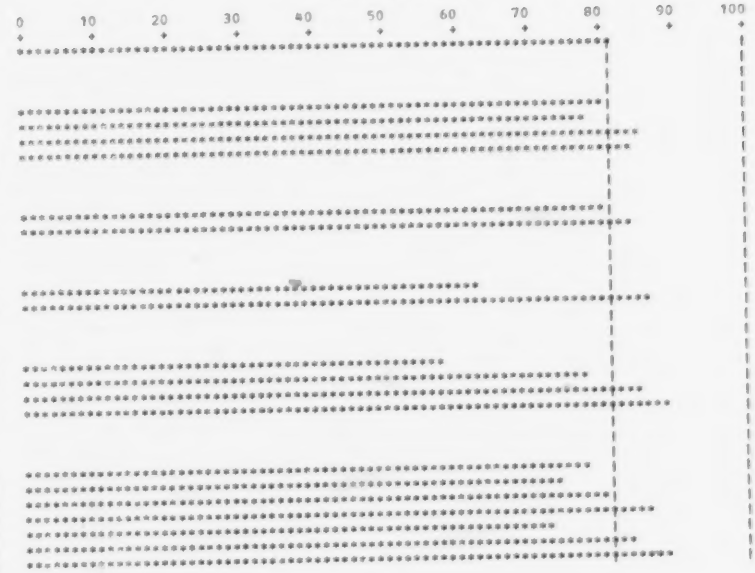
P09 11 3/1 05*X616011 81000080 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
81.9	---	NATIONAL	
		REGION	
79.5	-2.3		Southeast
77.8	-4.0		West
85.1	3.3		Central
83.9	2.1		Northeast
		SEX	
80.3	-1.5		Male
83.4	1.6		Female
		COLOR	
62.2	-19.6*		Black
86.7	4.9*		White
		PARENTAL EDUCATION	
57.1	-24.6*		No High School
77.1	-4.7		Some High School
84.8	3.0*		Graduated High Sch.
88.4	6.6*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
77.9	-4.0		Extreme Inner City
73.9	-7.9		Extreme Rural
80.3	-1.5		Small City
85.7	3.9		Medium City
73.0	-8.8		Rest Of Big City
83.2	1.4		Suburban Fringe
88.5	6.7*		Extreme Aff Suburb

PERCENTAGE OF SUCCESS

0 10 20 30 40 50 60 70 80 90 100



Exercise 616 -- Age 13

Overlaps: Ages 9 and 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This passage gives a brief description of scarlet fever--from early and subsequent symptoms through diagnosis and treatment to possible accompanying side effects. Success on this exercise required recognizing this sequential development and being able to state that the passage begins by "telling us how you look and feel when you get scarlet fever." Eighty-two percent of 13-year-olds did this successfully. Ten percent said "that other diseases may accompany scarlet fever"--a fact given late in the passage. It would seem that most 13-year-olds could grasp the organization of this passage; however, see Exercise 626.

Exercise 618 -- Age 13

Read the two stories and answer the question which follows them.

Story 1

A handsome prince was riding his horse in the woods. He saw a dragon chasing a beautiful princess. The prince killed the dragon. The prince and the princess were then married.

Story 2

Mary was taking a boat ride on a lake. The boat tipped over. Mary was about to drown when a young man jumped in the lake and saved her.

Nat'l % Choosing Each Answer	If Story 2 ends like Story 1, what would happen next in Story 2?
2.4%	○ A prince would kill a dragon.
4.1%	○ The young man would become a prince.
88.0%	● Mary and the young man would get married.
2.1%	○ The king would give the young man some money.
1.9%	○ I don't know.
1.5%	No response

T12 15 3/1 03*X618018 R000400M0

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP
89.0	---	NATIONAL
		REGION
79.2	-8.8*	Southeast
88.5	0.6	West
92.0	4.0*	Central
90.6	2.6	Northeast
		SEX
85.0	-3.0*	Male
90.9	2.9*	Female
		COLOR
67.5	-20.8*	Black
91.5	3.5*	White
		PARENTAL EDUCATION
78.7	-9.3*	No High School
80.0	-7.9*	Some High School
88.9	0.0	Graduated High Sch.
93.6	5.6*	Post High School
		SIZE-AND-TYPE OF COMMUNITY
89.5	0.5	Extreme Inner City
75.0	-13.0*	Extreme Rural
87.8	-0.2	Small City
90.2	2.2	Medium City
85.6	-2.4	Rest Of Big City
90.6	2.6	Suburban Fringe
96.5	6.5*	Extreme Aff Suburb

PERCENTAGE OF SUCCESS

0 10 20 30 40 50 60 70 80 90 100

Exercise 618 -- Age 13

Overlaps: Age 9

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

Two thought processes are necessary for success on this exercise. First, one must recognize the general paradigm of the two stories: girl in distress; hero saves girl; hero and girl get married. Second, one must recognize that the third part of the paradigm is missing from Story 2 and infer that Mary and the young man would get married. Eighty-eight percent of 13-year-olds were successful. Since none of the incorrect answers is plausible if the parallel organization of the two stories is discerned, the 9% who chose one of the incorrect answers apparently failed to discern this parallel structure.

Exercise 622 -- Age 13

Read the paragraph and answer the question which follows it.

Any attempt to label an entire generation is unrewarding.

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youth.*

Nat'l % Choosing Each Answer	What is the MAIN point of the paragraph?
31.7%	○ The beat generation
35.9%	○ The labeling of a past generation
27.6%	● The definition of the word "beat"
4.4%	○ I don't know.
0.3%	No response

*"This is the Beat Generation," The Character of Prose, Clellon Holmes, reprinted by permission of The New York Times.

201 09 3/1 03*1622011 81000040 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
27.6	---	NATIONAL	**********
		REGION	
27.4	0.2	Southeast	**********
29.4	1.8	West	**********
27.4	-0.1	Central	**********
25.6	-2.0	Northeast	*********
		SEX	
26.7	-0.9	Male	**********
28.5	0.9	Female	**********
		COLOR	
29.0	1.5	Black	**********
27.1	-0.2	White	**********
		PARENTAL EDUCATION	
26.9	-0.7	No High School	**********
29.7	1.1	Some High School	**********
25.5	-2.0	Graduated High Sch.	*********
28.3	0.7	Post High School	**********
		SIZE-AND-TYPE OF COMMUNITY	
29.7	2.2	Extreme Inner City	**********
31.1	3.5	Extreme Rural	**********
27.5	-0.1	Small City	**********
21.6	-6.0*	Medium City	********
24.3	-3.3	Rest Of Big City	*********
29.3	1.7	Suburban Fringe	**********
30.7	3.1	Extreme Aff Suburb	**********

Exercise 622 -- Age 13

Overlaps: Age 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

Although this passage alludes to "labeling an entire [past] generation" and "the beat generation," the main point is the definition of the word "beat." Only 28% of 13-year-olds were successful in identifying this main point. Thirty-two percent chose "the beat generation"--the more plausible of the incorrect answers. However, 36% chose "the labeling of a past generation" and apparently missed the point of the story entirely. Those who chose "the beat generation" could have attained at least a marginal understanding.

Exercise 626 -- Age 13

Read the passage and complete the sentence which follows it.

Scarlet fever begins with fever, chills, headache, and sore

material deleted due to copyright restrictions

pneumonia, and inflammation of the heart.*

Nat'l % Choosing Each Answer	Immediately after the passage discusses the use of penicillin to treat scarlet fever, it tells about
21.9%	○ the symptoms of scarlet fever.
12.7%	○ the lasting consequences of the disease.
11.5%	○ the hands and feet of people with scarlet fever.
42.8%	● the other diseases that accompany scarlet fever.
8.0%	○ I don't know.
3.1%	No response

*Golden Home and High School Encyclopedia, vol. 16, reprinted by permission of Golden Press, Inc.

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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
42.9	---	NATIONAL	
		REGION	
40.8	-2.0		Southeast
39.7	-3.0		West
43.9	1.1		Central
46.1	3.3		Northeast
		SEX	
35.9	-6.8*		Male
49.7	6.9*		Female
		COLOR	
33.7	-9.0*		Black
44.5	1.7*		White
		PARENTAL EDUCATION	
31.8	-11.4*		No High School
30.6	-12.2*		Some High School
42.8	-0.3		Graduated High Sch.
50.1	7.4*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
41.9	-1.3		Extreme Inner City
36.5	-6.3*		Extreme Rural
43.6	0.8		Small City
36.0	-6.8*		Medium City
40.9	-2.8		Rest Of Big City
46.3	3.5		Suburban Fringe
53.6	10.8*		Extreme Aff Suburb

PERCENTAGE OF SUCCESS

0 10 20 30 40 50 60 70 80 90 100

Exercise 626 -- Age 13

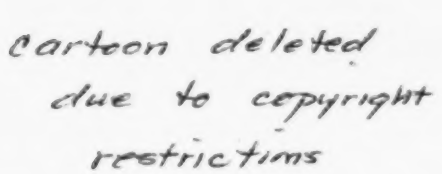
Overlaps: Age 17

Objective II: Analyze what is read.
Subobjective A: Be able to trace sequences.

This is the same scarlet fever passage seen earlier (Exercise 616). This time, however, 13-year-olds were asked to identify what was discussed immediately after the passage discusses the use of penicillin to treat scarlet fever. Only 43% correctly stated "the other diseases that accompany scarlet fever." Thirteen percent chose "the lasting consequences of the disease" which the passage does not even discuss. Thirty-three percent chose topics mentioned earlier in the passage. Since 82% succeeded on Exercise 616 and only 43% succeeded on this exercise, it would seem that 13-year-olds have more difficulty with organization when asked for information other than what happened first.

Exercise 628 -- Age 13

Below are the four sketches of a cartoon. Put these in the right order so that they make sense. Place a number (1,2,3, or 4) in the box beside each sketch to indicate the sketch that should come first, the sketch that should come second, and so on.



Cartoon by Henry Syverson*

Nat'l % Choosing Each Answer		
84.7%		Correct order
15.2%		Incorrect order
0.1%	○	I don't know.
0.0%		No response

*Reprinted with permission from THE SATURDAY EVENING POST, 1968, The Curtis Publishing Company, (March 9, 1968 issue).

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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
84.7	---	NATIONAL	
		REGION	
82.7	-2.0	Southeast	
82.6	-2.1	West	
86.0	1.4*	Central	
86.8	2.1*	Northeast	
		SEX	
86.5	1.8*	Male	
81.1	-1.6*	Female	
		COLOR	
74.0	-10.7*	Black	
86.6	1.9*	White	
		PARENTAL EDUCATION	
77.1	-7.6*	No High School	
74.4	-8.3	Some High School	
85.7	1.0	Graduated High Sch.	
87.6	2.9*	Post High School	
		SIZE-AND-TYPE OF COMMUNITY	
77.8	-6.9*	Extreme Inner City	
83.9	-0.8	Extreme Rural	
83.5	-1.2	Small City	
86.9	2.2	Medium City	
85.1	0.4	Rest Of Big City	
85.9	1.1	Suburban Fringe	
86.4	1.7	Extreme Aff Suburb	

Exercise 628 -- Age 13

Overlaps: Age 17 and Adult

Objective II: Analyze what is read.
Subobjective A: Be able to trace sequences.

Here 13-year-olds were simply asked to indicate the correct order of the cartoon pictures. Of course, success depended on their being able to determine the story line. Eighty-five percent gave the correct order.

CHAPTER 5

RESULTS FOR AGE 17

The 17-year-olds participating in the 1970-71 Reading assessment fall into two classifications: (1) the "in-school" 17-year-olds and (2) the "out-of-school" 17-year-olds who were not enrolled in public or private schools because they either dropped out or completed high school early. The latter were included to provide in the assessment a more balanced representation of all 17-year-olds. The "in-school" 17-year-olds participating in the assessment were born between October 1, 1953, and September 30, 1954. About three fourths of them were enrolled in the eleventh grade; of the remainder, about half were enrolled in the tenth grade and about half in the twelfth grade. The "out-of-school" 17-year-olds who participated in the assessment were (1) not enrolled in public or private school during March, 1970, and were born between October 1, 1952, and September 30, 1953,[1] or (2) not enrolled in public or private school during January, 1971, and were born between October 1, 1953, and September 30, 1954.

First, we describe each group's overall behavior on the Theme 6 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

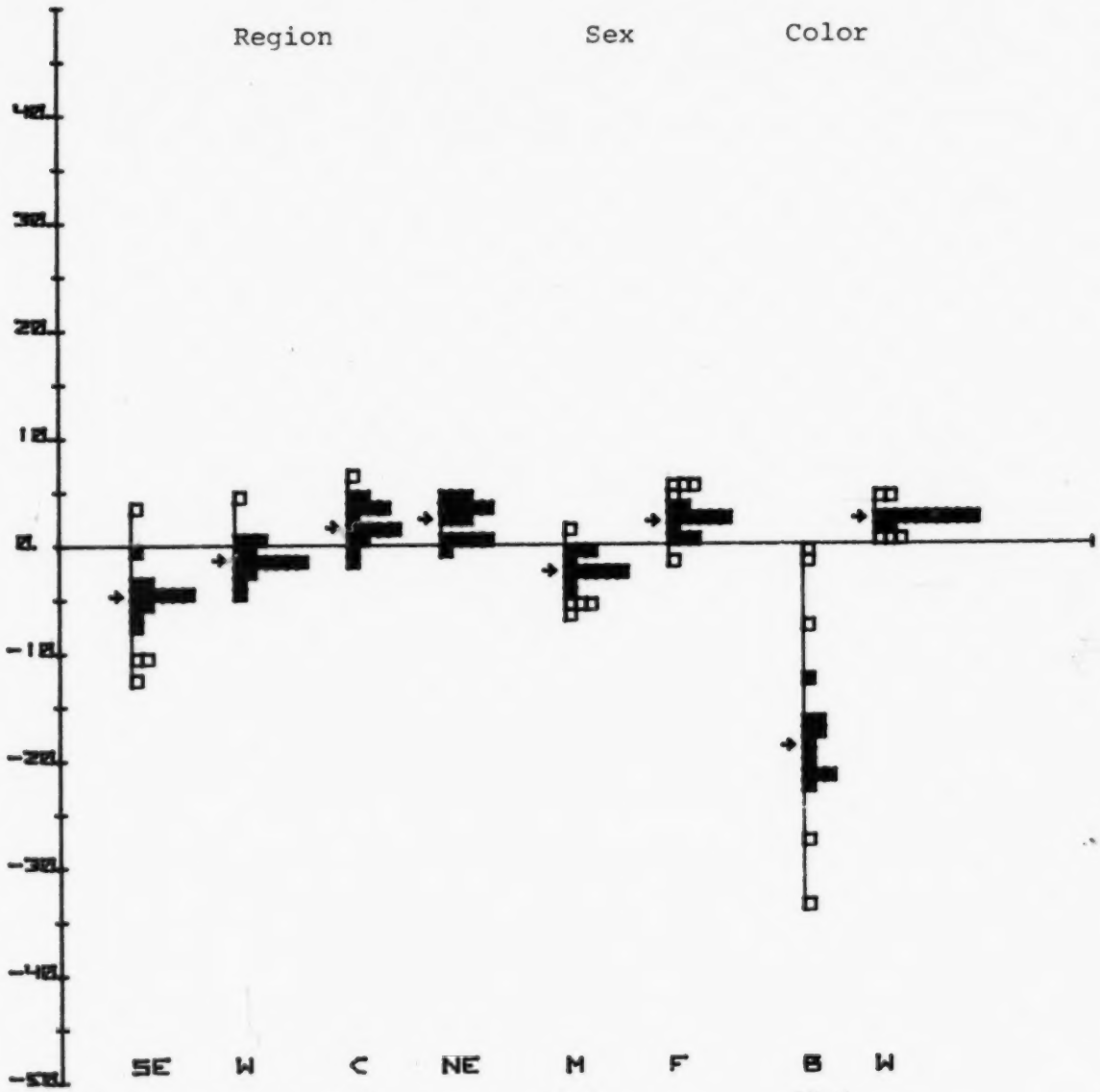
Seventeen specific effects (behaviors) on main ideas and organization are summarized at age 17. Nine of these represent released exercises and are described in detail. The other eight behaviors represent unreleased exercises to be used in future assessments. Exhibit 5-1 shows the distribution of the 17 effects representing Theme 6 for each group relative to the national level indicated by the Ø line. A group's median level is indicated by an arrow (→). Each specific behavior is represented by a box with

---

[1]These respondents were actually 18-year-olds who were included in the sample to obtain a larger representation. It was deemed that one year's difference in age would make little difference in the way they responded since they were out of school.

EXHIBIT 5-1A

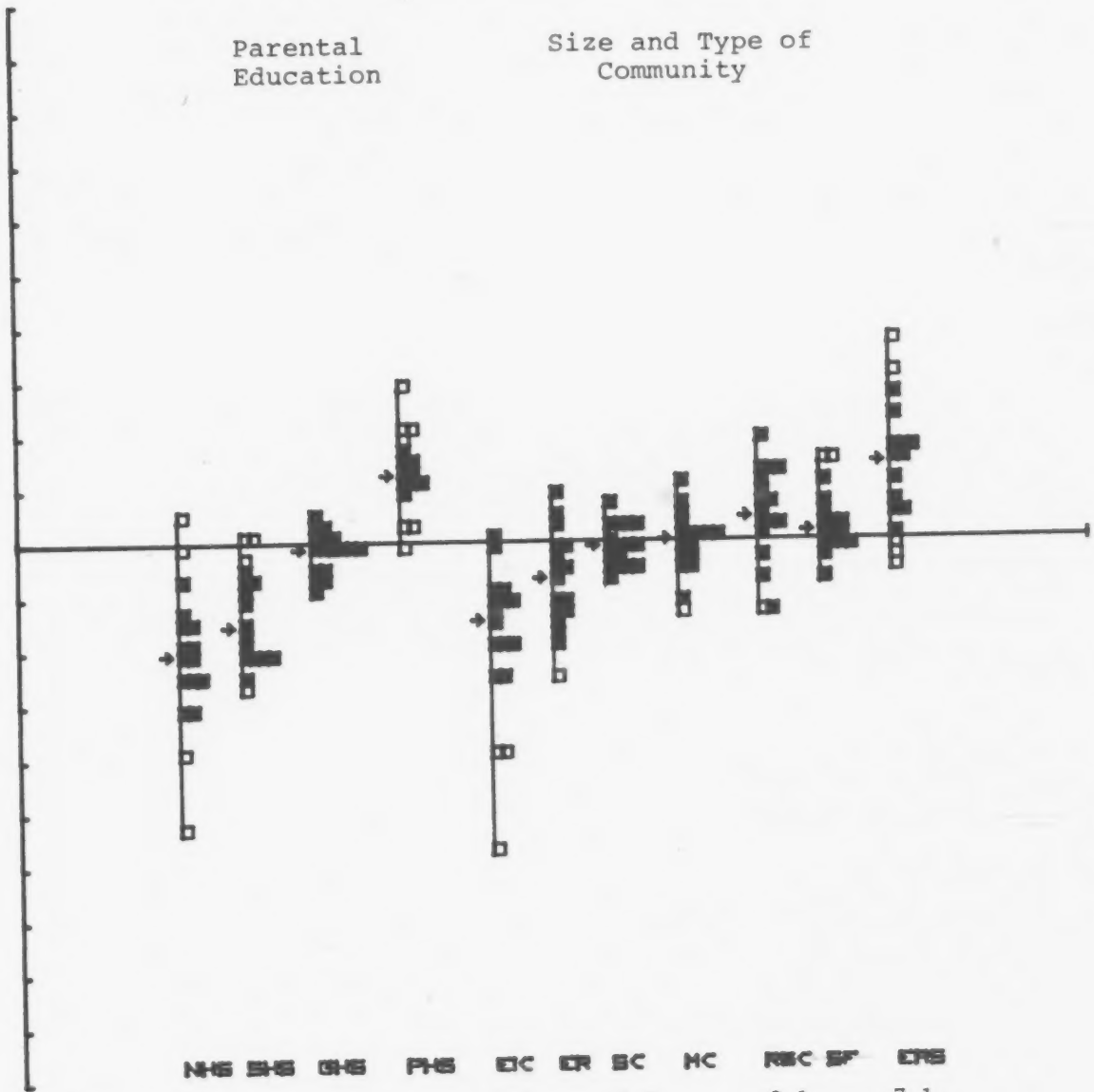
Distribution of Effects for Age 17



	SE	W	C	NE	M	F	B	W
Median Effect	-4.7	-1.3	1.7	2.5	-2.4	2.2	-18.7	2.4

EXHIBIT 5-1B

Distribution of Effects for Age 17


Parental Education
Size and Type of Community
NHS SHS GHS PHS EC ER SC MC REC SF ERS
Median Effect
-10.4 -0.7 -7.3 -0.5 2.1 7.1
-7.8 6.2 -3.4 0.1 0.8

an X (☒) unless it differs atypically from the group's median level; then it is represented by an open box (☐).

When a group's overall behavior has been described as tending to be above (+) or tending to be below (-), or as characteristically above (++) or characteristically below (--) the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level or (2) atypically closer to[2] the national level.

When a group's overall behavior has been described as being about the same as the national level (0), a specific behavior for that group can be atypically high or low relative to the group's median level.

Region

With a median effect of -2.7, Southeastern 17-year-olds had an overall behavior characteristically below the national level. However, their behavior was atypically closer to the national level on Exercise R622 that asked for the main subject of an article on the definition of the word "beat." They performed atypically farther from the national level on Exercise U606 that asked for the main point of a scientific passage and on two released exercises: R604 asked for the best title for a passage on the history of Easter eggs, and R608 required recognizing that a passage about Helen Keller was written in chronological order.

Western 17-year-olds had a median effect of -1.3 and an overall behavior that tended to be below the national level. They performed atypically closer to the national level on Exercise U606 (main point of scientific passage).

Central and Northeastern 17-year-olds had median effects of 1.7 and 2.5, respectively. The overall behavior of both groups tended to be above the national level. While the Northeastern group had no atypical behaviors, the Central group performed atypically farther from the national level on Exercise R604 that asked for the best title for a passage on the history of Easter eggs.

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[2]An atypical effect (or behavior) described as being closer to the national level may be (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

Sex

While boys had a median effect of -2.4 and an overall behavior characteristically below the national level, girls had a median effect of 2.2 and an overall behavior characteristically above the national level. The behavior of both groups was atypically closer to the national level on Exercise R628 that asked for the organization of comic strip pictures. Both groups had behaviors atypically farther from the national level on two released and two unreleased exercises: U601 asked for the main idea of a passage about Colorado; U607 asked for the main idea of a scientific passage; R626 regarded the organization of an article on scarlet fever; and R629 asked for the order in which several requests were made in a poem.

Color

While Black 17-year-olds had a median effect of -18.7 and an overall behavior characteristically below the national level, White 17-year-olds had a median effect of 2.4 and an overall behavior characteristically above the national level. Both groups had behaviors closer to the national level on two released exercises: R604 asked for the best title for a passage on the history of Easter eggs, and R608 required recognizing that a story about Helen Keller was written in chronological order. The behavior of both groups was atypically farther from the national level on Exercise U625 that required recognizing a sequence in performing a magic trick and on two released exercises: R615 asked for the main idea of an article that compared sports cars and ordinary passenger cars, and R622 asked for the main subject of an article on the definition of the word "beat."

Parental Education[3]

The no high school and some high school groups had median effects of -10.4 and -7.8, respectively. The overall behavior of both groups was characteristically below the national level. However, both groups performed atypically closer to the national level on Exercise R615 that asked for the main idea of a passage that compared sports cars and ordinary passenger cars and on Exercise R622 that asked for the main subject of an article on the definition of the word "beat." The some high school group also performed atypically closer to the national level on Exercise

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[3]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental education groups.

R628 that asked for the organization of comic strip pictures. The no high school group performed atypically farther from the national level on Exercise R604 that asked for the best title for a passage on the history of Easter eggs and on Exercise R608 that required recognizing that a story about Helen Keller was written in chronological order. The some high school group performed atypically farther from the national level on Exercise U606 that asked for the main point of a scientific passage.

The graduated from high school group had a median effect of -0.7 and an overall behavior tending to be about the same as the national level. They had no atypical behaviors.

With a median effect of 6.2, the post high school group had an overall behavior characteristically above the national level. Their behavior was atypically farther from the national level on two released and two unreleased exercises: R604 asked for the best title for a passage on the history of Easter eggs; U606 asked for the main point of a scientific passage; R608 required recognizing that a story about Helen Keller was written in chronological order; and U623 asked for the sequence of events in a narration. However, their behavior was atypically closer to the national level on Exercise U625 that required recognizing a sequence in performing a magic trick and on three released exercises: R615 asked for the main idea of an article comparing sports cars to ordinary passenger cars; R622 asked for the main subject of an article on the definition of the word "beat"; and R628 asked for the organization of comic strip pictures.

Size and Type of Community[4]

With a median effect of -7.3, the extreme inner city group had an overall behavior characteristically below the national level. They performed atypically farther from the national level on three released exercises: R604 asked for the best title for a passage on the history of Easter eggs; R608 required recognizing that a story about Helen Keller was written in chronological order; and R626 regarded the organization of an article on scarlet fever.

With a median effect of -3.4, the extreme rural group had an overall behavior that tended to be below the national level. They performed atypically farther from the national level on Exercise U607 that asked for the organization of a scientific passage.

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[4]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size and type of community groups.

The small city, medium city and suburban fringe groups had medians of -0.5, -0.1 and 0.8, respectively. The overall behavior of all three groups tended to be about the same as the national level. The small city group had no atypical behaviors. The medium city group performed atypically low on Exercise U613 that asked for the main point of a comic strip. The behavior of the suburban fringe group was atypically high on Exercise U606 that asked for the main point of a scientific passage and on Exercise R608 that required recognizing that a story about Helen Keller was written in chronological order.

With a median effect of 2.1, the rest of big city group had an overall behavior tending to be above the national level. They performed atypically closer to the national level on Exercise R622 that asked for the main subject of an article on the definition of the word "beat."

The extreme affluent suburb group had a median effect of 7.1 and an overall behavior characteristically above the national level. Their behavior was atypically farther from the national level on Exercise R604 that asked for the best title for a passage on the history of Easter eggs and on Exercise R608 that required recognizing that a story about Helen Keller was written in chronological order. However, their behavior was atypically closer to the national level on Exercise R622 that asked for the main subject of an article on the definition of the word "beat" and on two unreleased exercises: U607 asked for the organization of a scientific passage, and U621 asked for the best title of an exploration story.

* * * * * * * * *

The data for each released exercise representing main ideas and organization are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown as it appeared to the respondent except that the correct answer is indicated. The percentage of 17-year-olds choosing each answer is also shown.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group percentage of success with the national

percentage of success. The size and type of community information applies to "in-school" 17-year-olds only (labeled "17IS").

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

RELEASED EXERCISES

Exercise 604 -- Age 17

Read the story on the opposite page so that you can complete the sentence on this page.

Nat'l % Choosing Each Answer	The title which tells the MOST about this story is
11.7%	○ "Painted Easter Eggs."
63.9%	● "Easter Eggs in the Past."
2.1%	○ "Easter Eggs in Scotland."
20.1%	○ "Easter Eggs in King Edward's Day."
0.9%	○ I don't know.
1.4%	No response

Almost seven hundred years ago, King Edward of England bought 450 Easter eggs painted gold and other bright colors. He paid about 18 cents for all of them. Prices have gone way up since then. Easter eggs have been made not only from real eggs. Some of the most beautiful were fancy oval-shaped objects of silver and enamel, colorful stones or glass. Many had ribbons, beads, or feathers on them. Some of the tastiest looking eggs could not be fried or boiled. They were made of chocolate or of sugar-filled candy. During the 19th century, candy eggs with a window at one end and tiny scenes inside were given as gifts. In England messages and dates were written on the eggs, and in Scotland children were given hard-boiled eggs as toys on Easter Sunday.

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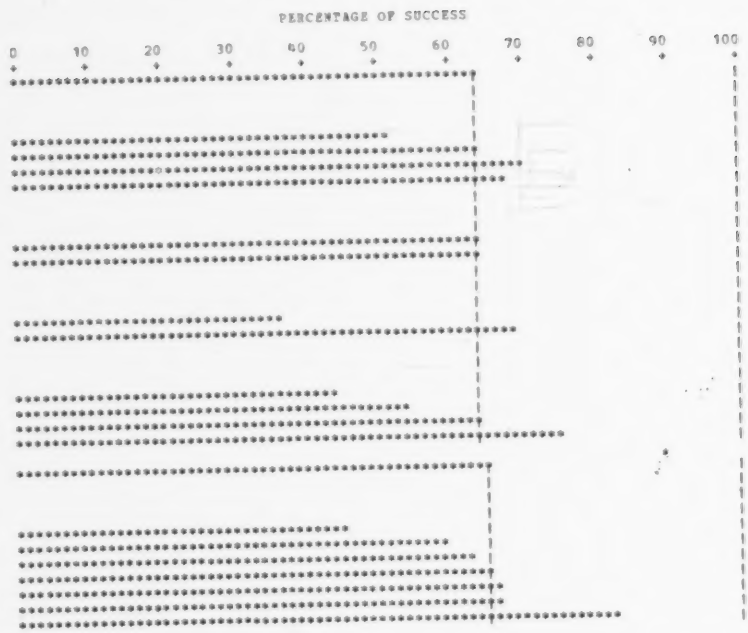
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
63.9	---	NATIONAL	
		REGION	
51.3	-12.6*		Southeast
64.1	0.2		West
70.3	6.4*		Central
67.5	3.6*		Northeast
		SEX	
63.9	-0.0		Male
63.9	0.0		Female
		COLOR	
36.3	-27.6*		Black
68.3	4.4*		White
		PARENTAL EDUCATION	
44.2	-19.7*		No High School
53.2	-10.8*		Some High School
63.3	-0.6		Graduated High Sch.
74.6	10.7*		Post High School
64.4	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
44.9	-19.5*		Extreme Inner City
58.5	-6.0		Extreme Rural
62.2	-2.3		Small City
64.5	0.0		Medium City
65.9	1.8		Rest Of Big City
66.2	1.8		Suburban Fringe
82.7	18.2*		Extreme Aff Suburb



Exercise 604 -- Age 17

Overlaps: Ages 9 and 13

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This story gives a brief history of Easter eggs from the time of King Edward I to the 19th century. The 17-year-olds were asked to select the best of four suggested titles for the story; 64% correctly chose "Easter Eggs in the Past." However, 20% picked "Easter Eggs in King Edward's Day"--only the earliest of those discussed, and 12% said "Painted Easter Eggs"--only King Edward's were mentioned as being painted. Thus 32% of 17-year-olds (as well as the 4% who said "Easter Eggs in Scotland," "I don't know" or made no response) failed to comprehend the total message of the story.

Exercise 608 -- Age 17

Read the passage and answer the question on the next page.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

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years.*

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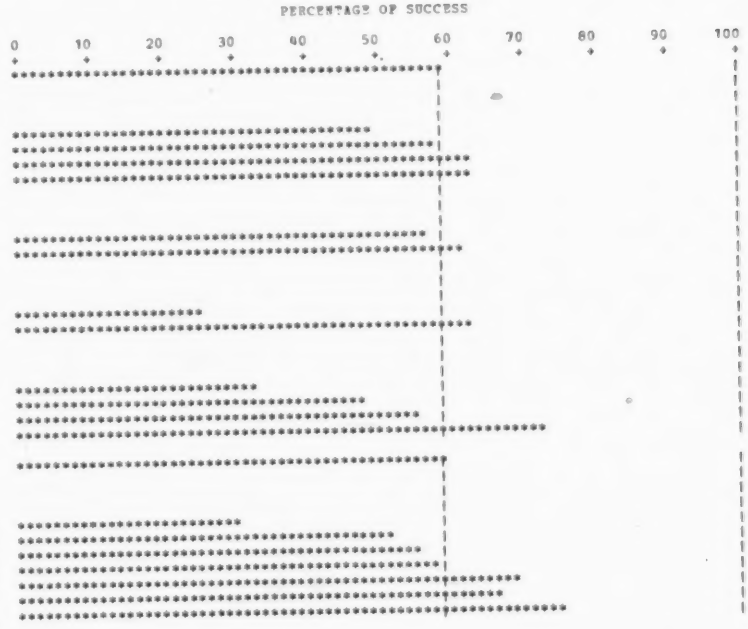
Nat'l % Choosing Each Answer	How does the author present the story of Helen Keller?
9.9%	○ As a diary
7.7%	○ As a flashback
8.0%	○ In interview form
58.4%	● In chronological order
14.0%	○ As an eyewitness to Helen Keller's achievements
1.7%	○ I don't know.
0.2%	No response

509 11 3/1 04*X608012 R02000W0 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP
58.4	---	NATIONAL
		REGION
48.4	-10.1*	Southeast
57.4	-1.1	West
62.8	4.4	Central
62.4	3.9	Northeast
		SEX
55.7	-2.7*	Male
61.4	2.9*	Female
		COLOR
24.6	-33.9*	Black
62.8	4.4*	White
		PARENTAL EDUCATION
32.5	-26.0*	No High School
47.9	-10.5*	Some High School
55.2	-3.3*	Graduated High Sch.
71.0	14.6*	Post High School
59.1	---	NATIONAL(17IS ONLY)
		SIZE-AND-TYPE OF COMMUNITY
30.6	-28.6*	Extreme Inner City
50.7	-8.4*	Extreme Rural
55.5	-3.6	Small City
57.1	-2.0	Medium City
68.6	9.4*	Rest Of Big City
66.3	7.2*	Suburban Fringe
74.5	15.4*	Extreme Aff Suburb

PERCENTAGE OF SUCCESS



Exercise 608 -- Age 17

Overlaps: Ages 9 and 13

Objective II: Analyze what is read.
Subobjective B: Perceive the structure and organization of the work.

In order to cope adequately with this exercise, 17-year-olds would have to understand such words as diary, flashback, interview, chronological and eyewitness. Fifty-eight percent correctly identified "in chronological order." More than 40% were unable to determine that the events in the story were given chronologically.

Exercise 612 -- Age 17

Read the passage and answer the question on the next page.

One spring Farmer Brown had an unusually good field of wheat.

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copyright restrictions

environment is likely to bring about a whole series of changes."

*Balance in Nature, Bertha Morris Parker, reprinted by permission of Harper and Row Publishers.

Nat'l % Choosing Each Answer		What is the MAIN idea of this passage?
3.1%	○	Farmers should not shoot any birds.
1.1%	○	Insects eat up all the farmer's crops.
1.1%	○	No crops can be grown without sunlight.
1.4%	○	Birds eat up most of the farmer's grain.
90.7%	●	All living things are affected by living things.
1.8%	○	I don't know.
0.7%		No response

S06 11 3/1 05*Y612011 R10000M0 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
90.7	---	NATIONAL	
		REGION	
86.5	-4.2*	Southeast	
89.2	-1.5	West	
92.4	1.7	Central	
93.2	2.5*	Northeast	
		SEX	
88.6	-2.1*	Male	
92.8	2.1*	Female	
		COLOR	
72.0	-18.7*	Black	
93.1	2.4*	White	
		PARENTAL EDUCATION	
78.2	-12.5*	No High School	
87.5	-3.2*	Some High School	
91.0	0.3	Graduated High Sch.	
95.7	5.0*	Post High School	
91.0	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
86.5	-4.5	Extreme Inner City	
85.9	-5.2	Extreme Rural	
91.5	0.5	Small City	
88.2	-1.9	Medium City	
93.1	3.1	Rest Of Big City	
90.5	-0.5	Suburban Fringe	
98.2	7.2*	Extreme Aff Suburb	

Exercise 612 -- Age 17

Overlaps: Ages 9, 13 and Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This passage discusses the balance among both living and non-living environmental factors and how an upset in any one of them can affect many others. Ninety-one percent of 17-year-olds chose the best answer, "All living things are affected by living things." Thus, nearly all 17-year-olds appeared able to relate various facts and derive the main idea of the passage.

Exercise 615 -- Age 17

Read the passage and answer the question which follows it.

A sports car differs from an ordinary passenger car in that

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better gas mileage than an ordinary passenger car."

Nat'l % Choosing Each Answer		What does the writer tell you about sports cars?
0.1%	○	Prices
0.3%	○	Colors and styles
0.1%	○	Places to buy them
0.3%	○	Number of people they hold
98.7%	●	How sports cars differ from passenger cars
0.5%	○	I don't know.
0.1%		No response

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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
98.7	---	NATIONAL		**********
		REGION		
98.0	-0.7		Southeast	**********
97.4	-1.3*		West	**********
99.4	0.7*		Central	**********
99.6	0.9*		Northeast	**********
		SEX		
98.1	-0.6*		Male	**********
99.3	0.6*		Female	**********
		COLOR		
96.8	-1.9		Black	**********
99.0	0.3		White	**********
		PARENTAL EDUCATION		
97.9	-0.8		No High School	**********
99.1	0.4		Some High School	**********
97.8	-0.9*		Graduated High Sch.	**********
99.9	1.2*		Post High School	**********
99.1	---	NATIONAL(17IS ONLY)		**********
		SIZE-AND-TYPE OF COMMUNITY		
99.0	-0.1		Extreme Inner City	**********
98.3	-0.8		Extreme Rural	**********
98.6	-0.5		Small City	**********
99.5	0.4		Medium City	**********
99.8	0.3		Rest Of Big City	**********
99.0	-0.1		Suburban Fringe	**********
00.0	0.9*		Extreme Aff Suburb	**********

Exercise 615 -- Age 17

Overlaps: Age 9 and Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This passage presents several facts that describe how sports cars differ from ordinary passenger cars. Ninety-nine percent of 17-year-olds successfully related the relevant facts to form the main idea of the passage.

Exercise 616 -- Age 17

Read the passage and complete the sentence on the next page.

Scarlet fever begins with fever, chills, headache, and sore

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pneumonia, and inflammation of the heart.*

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Nat'l % Choosing Each Answer		The passage BEGINS by telling us
1.5%	○	how to take care of scarlet fever.
0.6%	○	how to keep from getting scarlet fever.
0.3%	○	how old you have to be to get scarlet fever.
4.2%	○	that other diseases may accompany scarlet fever.
91.2%	●	how you look and feel when you get scarlet fever.
1.4%	○	I don't know.
0.7%		No response

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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
91.2	---	NATIONAL	
		REGION	
86.9	-4.3*	Southeast	
90.2	-1.0	West	
92.8	1.6	Central	
93.4	2.2*	Northeast	
		SEX	
89.0	-2.2*	Male	
93.3	2.2*	Female	
		COLOR	
78.5	-12.6*	Black	
93.1	1.9*	White	
		PARENTAL EDUCATION	
81.6	-9.6*	No High School	
87.8	-3.3*	Some High School	
93.0	1.9*	Graduated High Sch.	
95.3	4.1*	Post High School	
92.0	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
85.1	-6.9*	Extreme Inner City	
94.0	1.9	Extreme Rural	
93.2	1.2	Small City	
91.9	-0.1	Medium City	
85.9	-6.1	Rest Of Big City	
92.6	0.6	Suburban Fringe	
97.4	5.4*	Extreme Aff Suburb	

Exercise 616 -- Age 17

Overlaps: Ages 9 and 13

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This passage gives a brief description of scarlet fever--from early and subsequent symptoms through diagnosis and treatment to possible accompanying side effects. Success on this exercise required recognizing this sequential development and being able to state that the passage begins by "telling us how you look and feel when you get scarlet fever." Ninety-one percent of 17-year-olds did this successfully. Apparently, nearly all 17-year-olds could grasp the organization of this passage, however, see Exercise 626.

Exercise 622 -- Age 17

Read the paragraph and answer the question which follows it.

Any attempt to label an entire generation is unrewarding, and

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tion has done that continually from early youth.*

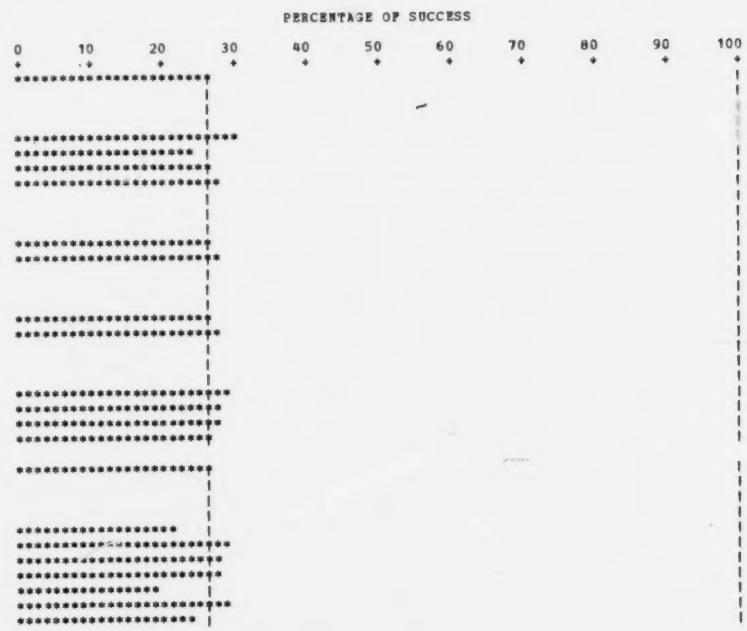
Nat'l % Choosing Each Answer	What is the MAIN point of the paragraph?
32.8%	○ The beat generation
38.4%	○ The labeling of a past generation
26.7%	● The definition of the word "beat"
1.7%	○ I don't know.
0.4%	No response

*"This is the Beat Generation," The Character of Prose, Clellon Holmes, reprinted by permission of the New York Times Company.

S08 11 3/1 03*X622011 B1000080 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
26.7	---	NATIONAL	
		REGION	
29.7	3.0		Southeast
23.8	-2.9		West
26.3	-0.4		Central
27.2	0.5		Northeast
		SEX	
26.3	-0.4		Male
27.2	0.4		Female
		COLOR	
26.5	-0.2		Black
26.9	0.2		White
		PARENTAL EDUCATION	
29.0	2.3		No High School
27.2	0.5		Some High School
26.9	0.2		Graduated High Sch.
26.5	-0.2		Post High School
26.2	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
21.2	-5.0		Extreme Inner City
28.9	2.7		Extreme Rural
27.4	1.3		Small City
27.5	1.3		Medium City
19.3	-6.9		Rest Of Big City
28.4	2.3		Suburban Fringe
23.6	-2.6		Extreme Aff Suburb



Exercise 622 -- Age 17

Overlaps: Age 13

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

Although this passage alludes to "labeling an entire [past] generation" and "the beat generation," the main point is the definition of the word "beat." Only 27% of 17-year-olds were successful in identifying the main point. Thirty-three percent chose "the beat generation"--the more plausible of the incorrect answers. However, 38% chose "the labeling of a past generation" and apparently missed the point of the story entirely. Those who chose "the beat generation" could have attained at least a marginal understanding.

Exercise 626 -- Age 17

Read the passage and complete the sentence which follows it.

Scarlet fever begins with fever, chills, headache, and sore

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pneumonia, and inflammation of the heart.*

Nat'l % Choosing Each Answer	Immediately after the passage discusses the use of penicillin to treat scarlet fever, it tells about
21.2%	○ the symptoms of scarlet fever.
8.9%	○ the lasting consequences of the disease.
2.7%	○ the hands and feet of people with scarlet fever.
62.7%	● the other diseases that accompany scarlet fever.
3.7%	○ I don't know.
0.9%	No response

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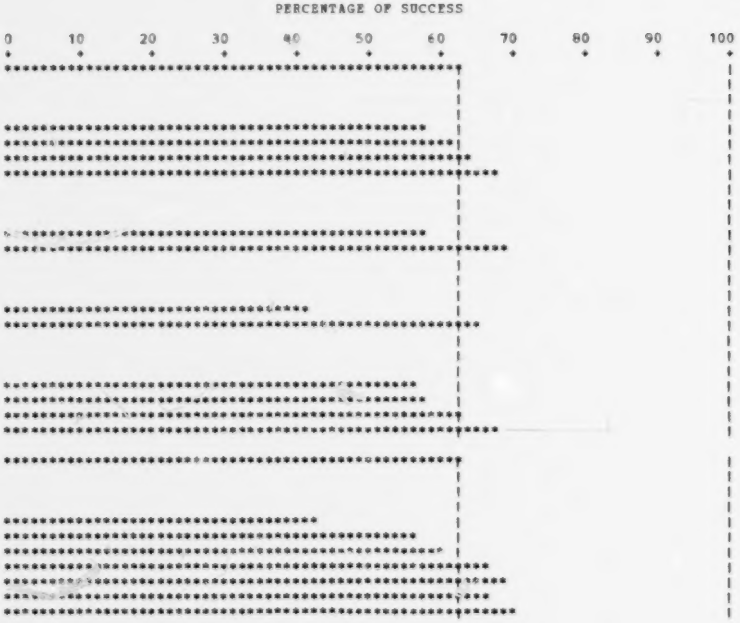
S04 10 3/1 04*X626012 R02000M0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
62.7	---	NATIONAL	
		REGION	
57.5	-5.2*		Southeast
61.2	-1.5		West
63.7	1.0		Central
67.0	4.3		Northeast
		SEX	
57.5	-5.1*		Male
68.3	5.6*		Female
		COLOR	
41.2	-21.5*		Black
65.4	2.7*		White
		PARENTAL EDUCATION	
56.1	-6.6*		No High School
56.9	-5.7*		Some High School
62.1	-0.5		Graduated High Sch.
67.7	5.0*		Post High School
62.6	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
43.0	-19.7*		Extreme Inner City
55.6	-7.0*		Extreme Rural
60.3	-2.3		Small City
65.8	3.1		Medium City
68.9	6.2		Rest Of Big City
66.4	3.8		Suburban Fringe
69.7	7.1*		Extreme Aff Suburb



Exercise 626 -- Age 17

Overlaps: Age 13

Objective II: Analyze what is read.
Subobjective A: Be able to trace sequences.

This is the same scarlet fever passage seen earlier (Exercise 616). This time, however, 17-year-olds were asked to identify what was discussed immediately after the passage discussed the use of penicillin to treat scarlet fever. Only 63% correctly stated, "the other diseases that accompany scarlet fever." Nine percent chose "the lasting consequences of the disease" which the passage does not even discuss. Twenty-four percent chose topics mentioned earlier in the passage. Since 91% succeeded on Exercise 616 and only 63% succeeded on this exercise, it would seem that 17-year-olds have more difficulty with organization when asked for information other than what happened first.

Exercise 628 -- Age 17

Below are the four sketches of a cartoon. Put these in the right order so that they make sense. Place a number (1,2,3, or 4) in the box beside each sketch to indicate the sketch that should come first, the sketch that should come second, and so on.

material deleted due to copyright restrictions

Cartoon by Henry Syverson*

Nat'l % Choosing Each Answer		
85.6%		Correct order
14.0%		Incorrect order
0.2%	○	I don't know.
0.2%		No response

*Reprinted with permission from THE SATURDAY EVENING POST, 1968, The Curtis Publishing Company, (March 9, 1968 issue).

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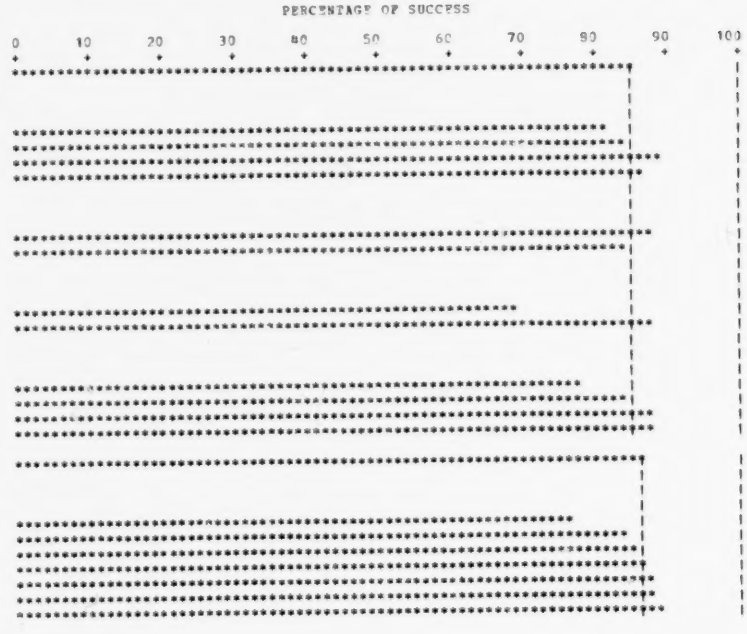
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
85.6	---	NATIONAL	
		REGION	
81.7	-3.9*		Southeast
83.7	-1.9		West
89.0	3.4*		Central
86.3	0.7		Northeast
		SEX	
87.0	1.4		Male
84.4	-1.3		Female
		COLOR	
69.9	-16.7*		Black
87.5	1.9*		White
		PARENTAL EDUCATION	
77.9	-7.8*		No High School
83.8	-1.8		Some High School
87.2	1.6		Graduated High Sch.
87.9	2.3*		Post High School
85.9	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
76.0	-9.8		Extreme Inner City
83.8	-2.0		Extreme Rural
85.6	-0.2		Small City
86.2	0.4		Medium City
87.3	1.5		Rest Of Big City
87.5	1.7		Suburban Fringe
89.3	3.5		Extreme Aff Suburb



Exercise 628 -- Age 17

Overlaps: Age 13 and Adult

Objective II: Analyze what is read.
Subobjective A: Be able to trace sequences.

Here 17-year-olds were simply asked to indicate the correct order of the cartoon pictures. Of course, success depended on their being able to determine the story line. Eighty-six percent gave the correct order.

Exercise 629 -- Age 17

Read the poem and answer the question which follows it.

SEA-FEVER*

I must go down to the seas again, to the lonely sea and the sky,

material deleted due to copyright restrictions

And a quiet sleep and a sweet dream when the long trick's over.

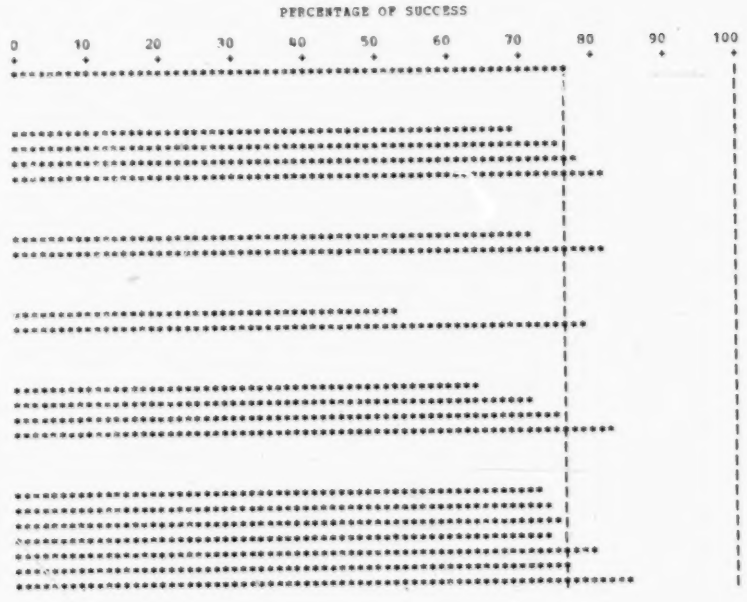
Nat'l % Choosing Each Answer	In which order does the poet ask for the following three things?
4.0%	○ Companionship, sailing weather, a ship
74.5%	● A ship, sailing weather, companionship
7.4%	○ A ship, companionship, sailing weather
2.7%	○ Sailing weather, companionship, a ship
4.9%	○ Sailing weather, a ship, companionship
5.9%	○ I don't know.
0.5%	No response

*"Sea Fever," from Poems, John Masefield, reprinted by permission of the Macmillan Company.

506 1a 3/1 02*X629012 00200090 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP
76.1	---	NATIONAL(17IS ONLY)
		REGION
68.6	-7.5*	Southeast
74.9	-1.8	West
77.9	1.8	Central
80.7	4.6*	Northeast
		SEX
71.1	-5.1*	Male
81.2	5.1*	Female
		COLOR
52.5	-23.6*	Black
79.2	3.1*	White
		PARENTAL EDUCATION
64.1	-12.1*	No High School
71.5	-4.6	Some High School
75.2	-0.9	Graduated High Sch.
81.9	5.8*	Post High School
		SIZE-AND-TYPE OF COMMUNITY
71.3	-4.2	Extreme Inner City
73.6	-2.5	Extreme Rural
74.5	-1.6	Small City
74.0	-2.1	Medium City
80.4	4.2	Rest Of Big City
76.1	-0.0	Suburban Fringe
84.4	8.3*	Extreme Aff Suburb



Exercise 629 -- Age 17

Objective II: Analyze what is read.
Subobjective A: Be able to trace sequences.

In each of the three stanzas of this poem, the poet asks for something different. Seventeen-year-olds had to state the order in which they were asked for. Seventy-five percent succeeded.

CHAPTER 6

RESULTS FOR YOUNG ADULTS

The young adults (ages 26-35) participating in the 1970-71 Reading assessment were born between April 1, 1935, and March 31, 1945.

First, we describe each group's overall behavior on the Theme 6 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Eight specific effects (behaviors) on main ideas and organization are summarized at the young adult level. Three of them represent released exercises and are discussed in detail. The other five behaviors represent unreleased exercises to be used in future assessments. Exhibit 6-1 shows the distribution of the eight effects representing Theme 6 for each group relative to the national level indicated by the Ø line. A group's median level is indicated by an arrow (→). Each specific behavior is represented by a box with an X (☒) unless it differs atypically from the group's median level; then it is represented by an open box (☐).

When a group's overall behavior has been described as tending to be above (+) or tending to be below (-), or as characteristically above (++) or characteristically below (--) the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level or (2) atypically closer to[1] the national level.

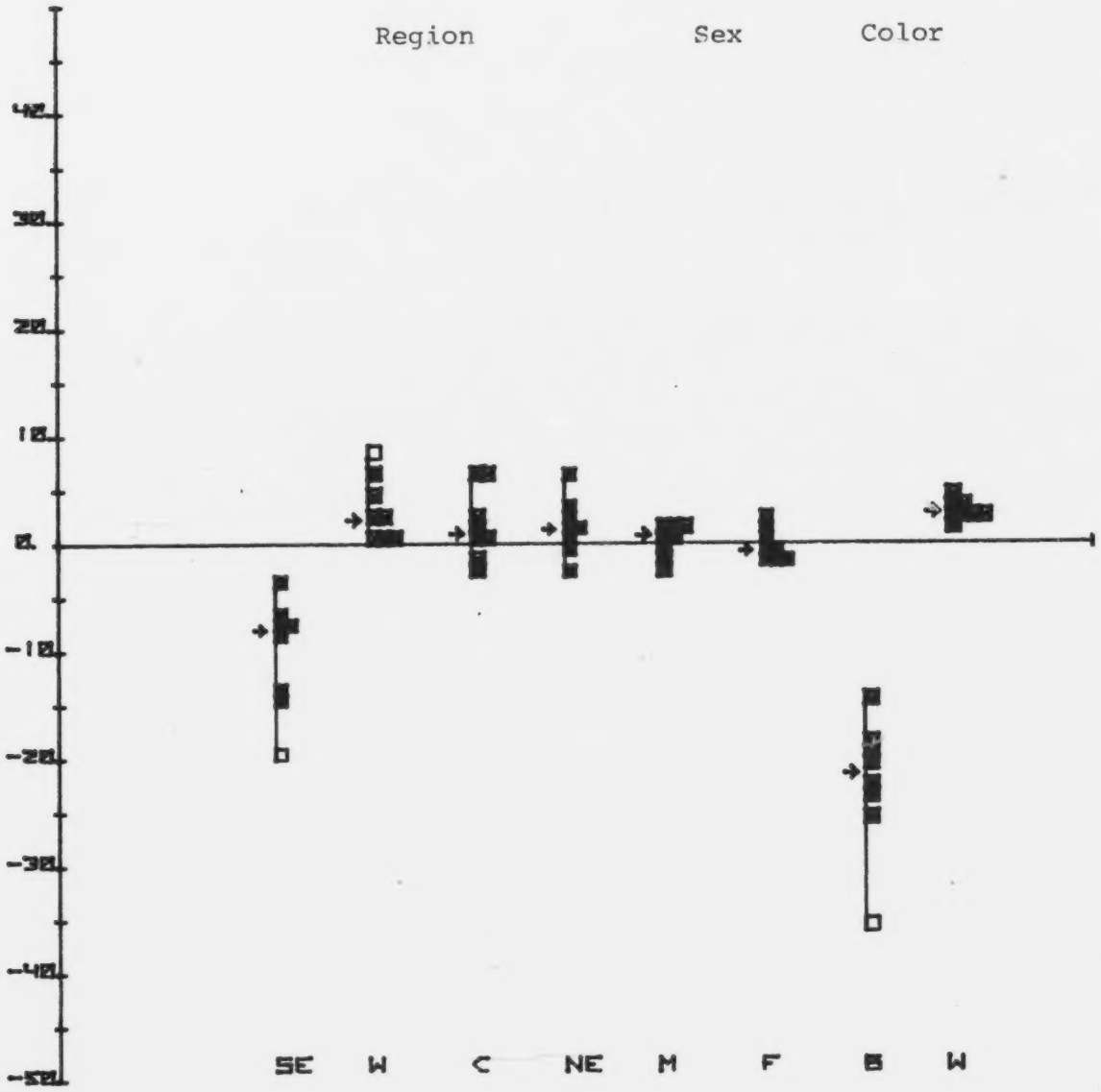
When a group's overall behavior has been described as being about the same as the national level (0), a specific behavior for that group can be atypically high or low relative to the group's median level.

---

[1]An atypical effect (or behavior) described as being closer to the national level may be (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

EXHIBIT 6-1A

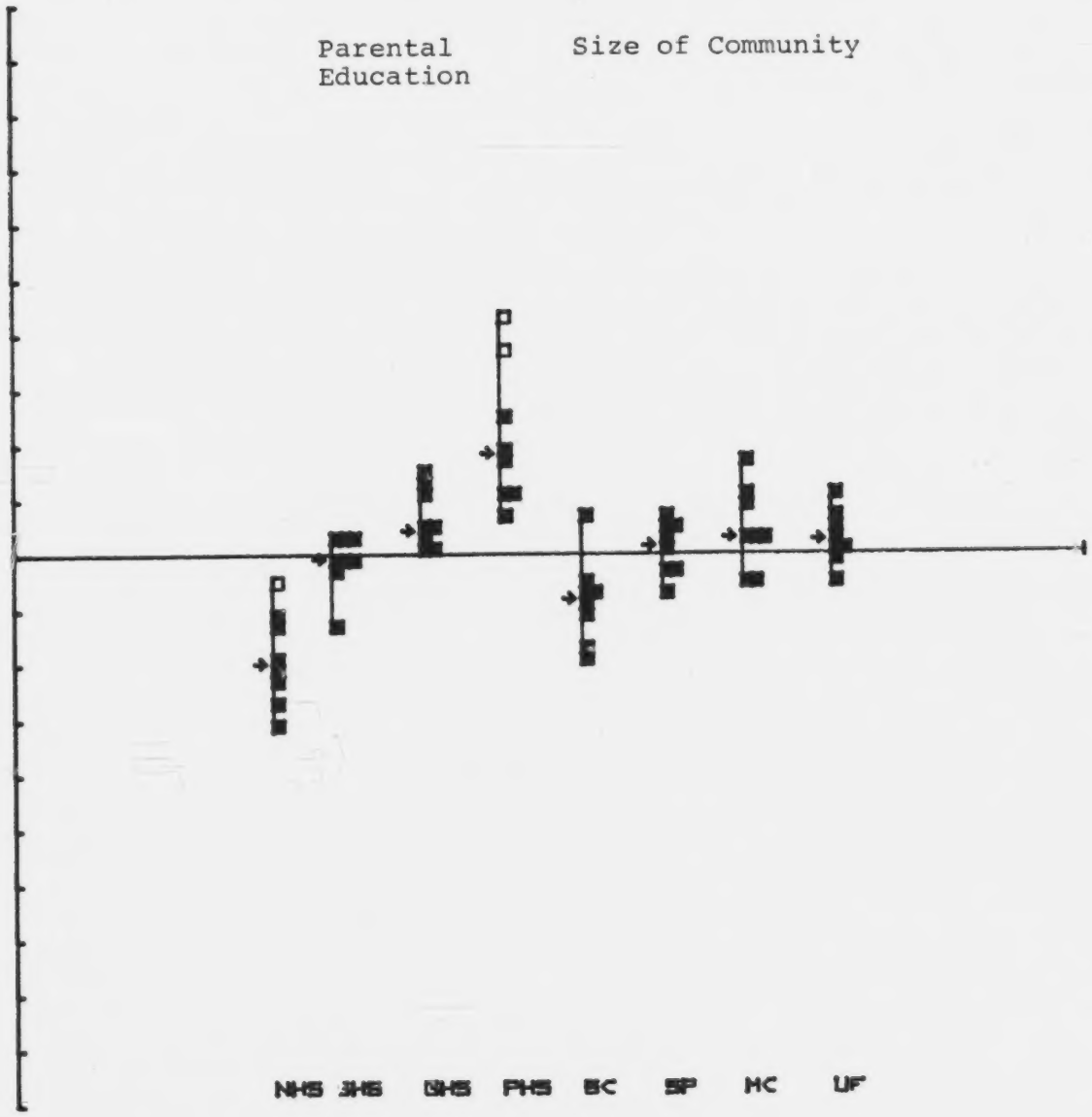
Distribution of Effects for Adults



	SE	W	C	NE	M	F	B	W
Median Effect	-8.0	2.2	0.9	1.4	0.7	-0.7	-21.5	2.8

EXHIBIT 6-1B

Distribution of Effects for Adults



	NHS	SHS	GHS	PHS	BC	SP	MC	UF
Median Effect	-9.9	-0.4	2.2	9.2	-4.1	0.7	1.5	1.3

Region

With a median effect of -8.0, Southeastern young adults had an overall behavior characteristically below the national level. They performed atypically farther from the national level on Exercise U624 that asked for the main idea of a metaphorical passage about reading.

With a median effect of 2.2, Western young adults had an overall behavior that tended to be above the national level. They performed atypically farther from the national level on Exercise U624.

The Central and Northeastern groups had median effects of 0.9 and 1.4, respectively. The overall behavior of both groups tended to be about the same as the national level. Neither group had any atypical behaviors.

Sex

While men had a median effect of 0.7, women had a median effect of -0.7. The overall behavior of both groups tended to be about the same as the national level. Neither group had any atypical behaviors.

Color

While Black young adults had a median effect of -22.5 and an overall behavior characteristically below the national level, White young adults had a median effect of 2.8 and an overall behavior characteristically above the national level. Blacks performed atypically farther from the national level on Exercise U607 that asked for the organization of a scientific passage. Whites had no atypical behaviors.

Parental Education[2]

The no high school group had a median effect of -9.9 and an overall behavior characteristically below the national level. However, their behavior was atypically closer to the national level on Exercise R615 that asked for the main idea of an article comparing sports cars and ordinary passenger cars. They

---

[2]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental education groups.

performed atypically farther from the national level on Exercise U607 that asked for the organization of a scientific passage.

With a median effect of -0.4, the some high school group had an overall behavior tending to be about the same as the national level. They had no atypical behaviors.

With a median effect of 2.2, the graduated from high school group had an overall behavior that tended to be above the national level. They had no atypical behaviors.

The post high school group had a median effect of 9.2 and an overall behavior characteristically above the national level. Their behavior was atypically farther from the national level on Exercise U606 that asked for the main idea of a scientific passage and on Exercise U624 that asked for the main idea about a metaphorical passage about reading.

Size of Community[3]

With a median effect of -4.1, the big city group had an overall behavior tending to be below the national level. They had no atypical behaviors.

The small place and medium city group had median effects of 0.7 and 1.5, respectively. The overall behavior of both groups tended to be about the same as the national level. Neither group had any atypical behaviors.

With a median effect of 1.3, the urban fringe group had an overall behavior tending to be above the national level. They had no atypical behaviors.

* * * * * * * * *

The data for each released exercise representing main ideas and organization are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown as it appeared to the respondent except that the correct answer is indicated. The percentage of young adults choosing each answer is also shown.

---

[3]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size of community groups.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group percentage of success with the national percentage of success.

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

RELEASED EXERCISES

Exercise 612 -- Adults

Read the passage and answer the question on the next page.

One spring Farmer Brown had an unusually good field of wheat

material deleted due to copyright restrictions

environment is likely to bring about a whole series of changes."

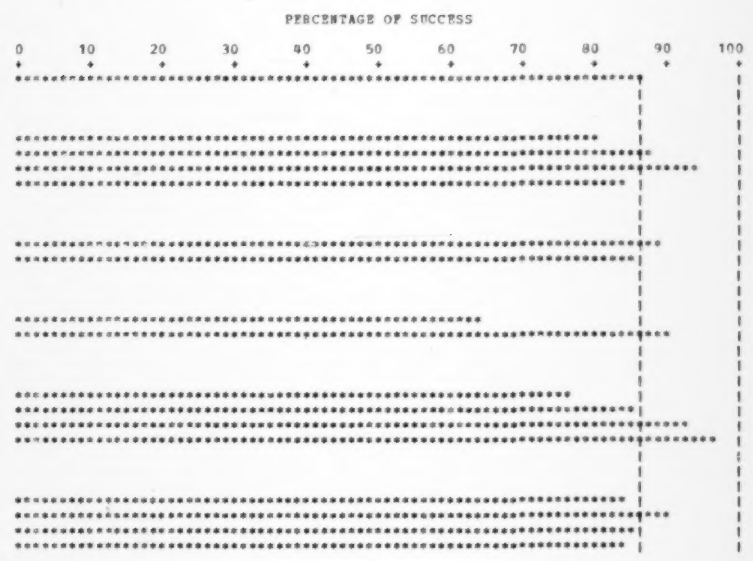
*Balance in Nature, Bertha Morris Parker, reprinted by permission of Harper and Row Publishers.

Nat'l % Choosing Each Answer		What is the MAIN idea of this passage?
5.4%	○	Farmers should not shoot any birds.
2.6%	○	Insects eat up all the farmer's crops.
1.1%	○	No crops can be grown without sunlight.
1.4%	○	Birds eat up most of the farmer's grain.
86.6%	●	All living things are affected by living things.
2.0%	○	I don't know.
0.9%		No response

A36 77 371 05*X612011 R1000040 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
86.6	---	NATIONAL	
		REGION	
79.5	-7.1*		Southeast
87.4	0.8		West
93.2	6.6*		Central
84.1	-2.5		Northeast
		SEX	
88.5	1.8		Male
84.9	-1.8		Female
		COLOR	
63.7	-22.9*		Black
89.4	2.8*		White
		PARENTAL EDUCATION	
76.1	-10.6*		No High School
85.0	-1.7		Some High School
92.5	5.9*		Graduated High Sch.
96.3	9.6*		Post High School
		SIZE OF COMMUNITY	
83.4	-3.2		Big City
89.8	3.2*		Small Place
84.4	-2.3		Medium City
85.1	-2.5		Urban Fringe



Exercise 612 -- Adults

Overlaps: Ages 9, 13 and 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This passage discusses the balance among both living and non-living environmental factors and how an upset in any one of them can affect many others. Eighty-seven percent of young adults chose the best answer, "all living things are affected by living things." Thus, a large majority of young adults appeared able to relate various facts and derive the main idea of the passage.

Exercise 615 -- Adults

Read the passage and answer the question which follows it.

A sports car differs from an ordinary passenger car in that

material deleted due to copyright restrictions

better gas mileage than an ordinary passenger car.*

Nat'l % Choosing Each Answer	What does the writer tell you about sports cars?
0.1%	○ Prices
0.8%	○ Colors and styles
0.5%	○ Places to buy them
0.2%	○ Number of people they hold
96.8%	● How sports cars differ from passenger cars
0.5%	○ I don't know.
1.1%	No response

*Golden Home and High School Encyclopedia, vol. 7, reprinted by permission of Golden Press, Inc.

A02 14 3/1 05*X615011 R10000M0 9 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS (0 10 20 30 40 50 60 70 80 90 100)
96.8	---	NATIONAL		**********
		REGION		
93.0	-3.8*		Southeast	**********
99.0	2.2*		West	**********
98.1	1.3		Central	**********
95.9	-0.9		Northeast	**********
		SEX		
97.6	0.8		Male	**********
96.1	-0.7		Female	**********
		COLOR		
82.3	-14.5*		Black	**********
98.6	1.8*		White	**********
		PARENTAL EDUCATION		
94.2	-2.6*		No High School	**********
98.6	1.8		Some High School	**********
97.2	0.4		Graduated High Sch.	**********
00.0	3.2*		Post High School	**********
		SIZE OF COMMUNITY		
93.1	-3.7		Big City	**********
97.2	0.3		Small Place	**********
97.8	1.0		Medium City	**********
99.0	2.2*		Urban Fringe	**********

Exercise 615 -- Adults

Overlaps: Ages 9 and 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This passage presents several facts that describe how sports cars differ from ordinary passenger cars. Ninety-seven percent of young adults successfully related the relevant facts to form the main idea of the passage.

Exercise 628 -- Adults

Below are the four sketches of a cartoon. Put these in the right order so that they make sense. Place a number (1,2,3, or 4) in the box beside each sketch to indicate the sketch that should come first, the sketch that should come second, and so on.

cartoon deleted due to copyright restrictions

Cartoon by Henry Syverson*

Nat'l % Choosing Each Answer		
82.0%		Correct order
15.8%		Incorrect order
1.2%	○	I don't know.
1.1%		No response

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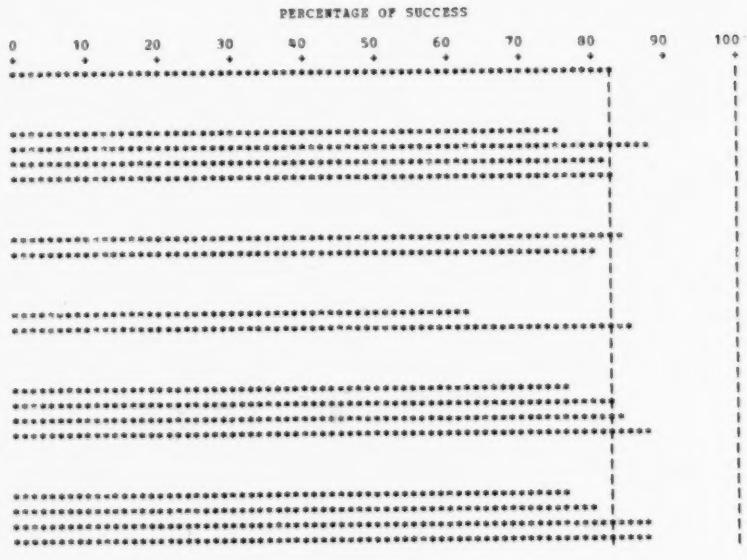
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
92.0	---	NATIONAL	
		REGION	
78.9	-7.1*		Southeast
96.9	4.9*		West
90.9	-1.2		Central
93.1	1.1		Northeast
		SEX	
83.5	1.6		Male
90.5	-1.5		Female
		COLOR	
62.0	-19.9*		Black
94.7	2.7*		White
		PARENTAL EDUCATION	
76.4	-5.6*		No High School
92.9	1.0		Some High School
94.3	2.3		Graduated High Sch.
97.8	5.8*		Post High School
		SIZE OF COMMUNITY	
76.6	-5.4		Big City
90.2	-1.8		Small Place
97.1	5.1*		Medium City
97.7	5.8*		Urban Fringe



Exercise 628 -- Adults

Overlaps: Ages 13 and 17

Objective II: Analyze what is read.
Subobjective A: Be able to trace sequences.

Here young adults were simply asked to indicate the correct order of the cartoon pictures. Of course, success depended on their being able to determine the story line. Eighty-two percent of young adults gave the correct order.

CHAPTER 7

AGE COMPARISONS

In Chapters 3-6 our concern has been with comparing the percentages of success for each group with the national percentage of success within each age level. When an exercise has been administered at more than one age level, we can compare the percentage of success for a given group at one age level with that group's percentage(s) of success at the other age level(s) and determine the percentage increase or percentage decrease between one age level and the next higher age level. We can also determine the overall or net percentage increase or percentage decrease between the lowest age level and the highest age level when more than two age levels are involved.

We compare the percentages of success for 9, 13 and 17-year-olds and young adults (26-35) all obtained at the time of the 1970-71 assessment. Therefore, we are not justified in assuming that four years later the 9-year-olds (for example), when they are 13-year-olds, would necessarily attain the same percentages of success as the 13-year-olds in the 1970-71 assessment. Likewise, we are not justified in assuming that four years earlier the 13-year-olds, when they were 9-year-olds, would have necessarily attained the same percentages of success as the 9-year-olds in the 1970-71 assessment. This is because the experiences between age 9 and age 13 could be quite different for the 9-year-olds and 13-year-olds in the 1970-71 assessment. These statements generalize to the comparisons we make between any two age levels.

For each exercise, an exhibit shows the percentage of success for each group at the relevant age levels and the percentage difference between each adjacent pair of age levels and (when applicable) the percentage difference between the lowest age level and the highest age level. For example, look at the Northeast region at ages 9, 13 and 17 for Exercise 604. We see that the percentage of success

	Age Level	Percentage of Success		Percentage Difference
Northeast	9	29.7		
	13	51.9	9-->13	22.2
	17	67.5	13-->17	15.6
			9-->17	37.8

for the 9-year-olds was 29.7 and for the 13-year-olds was 51.9 with a percentage difference going from age 9 to age 13 of 22.2. We likewise see that the percentage of success for the 17-year-olds was 67.5 with a percentage difference going from age 13 to age 17 of 15.6. The overall percentage difference going from age 9 to age 17 was 37.8. When a percentage decrease occurs, it is indicated by a minus sign (-). The bars on the graph portion of the exhibit also indicate the percentages of success for the groups at each age level. A dashed vertical line descends from the end of each national percentage bar. This allows a visual comparison of a group's position relative to the national level from age level to age level.

Some special note should be made of the white space between the end of each bar and the 100% vertical line. This white space represents the percentages of individuals who did not succeed on an exercise at each age level. This white space or percentage of failure must be taken into account when we consider the percentage increase from one age level to the next. Consider the following examples:

1. If the percentage of success for a group at age 9 is 20 and the percentage of success for that group at age 13 is 50, the percentage increase is 30. On the face of it, this seems to be a reasonably large increase, but 50% of the 13-year-olds still failed.

2. If the percentage of success for a group at age 9 is 95 and the percentage of success for that group at age 13 is 99.5, the percentage increase is 4.5. On the face of it, this seems to be a small increase. However, only 5% of the 9-year-olds failed, therefore, there could not be a large increase going to age 13.

3. The exercise may be extremely difficult for both age levels under consideration in which case we would expect a small or no percentage increase.

Of the released exercises representing main ideas and organization, two were administered to 9 and 13-year-olds; three were

administered to 9, 13 and 17-year-olds; one was administered to 9, 13, 17-year-olds and young adults; one was administered to 9, 17-year-olds and young adults; two were administered to 13 and 17-year-olds; and one was administered to 13, 17-year-olds and young adults. With very few exceptions, a given age level attained a higher percentage of success than the next lower age level with the exception of the young adults who showed a percentage decrease on most exercises.

Exercise 604 -- Ages 9, 13 and 17

Read the story on the opposite page so that you can complete the sentence on this page.

Nat'l % Choosing Each Answer			The title which tells the MOST about this story is
Age 9	Age 13	Age 17	
19.3%	11.8%	11.7%	○ "Painted Easter Eggs."
26.0%	53.7%	63.9%	● "Easter Eggs in the Past."
7.2%	2.7%	2.1%	○ "Easter Eggs in Scotland."
44.5%	30.6%	20.1%	○ "Easter Eggs in King Edward's Day."
2.7%	0.7%	0.9%	○ I don't know.
0.2%	0.5%	1.4%	No response

Almost seven hundred years ago, King Edward of England bought 450 Easter eggs painted gold and other bright colors. He paid about 18 cents for all of them. Prices have gone way up since then. Easter eggs have been made not only from real eggs. Some of the most beautiful were fancy oval-shaped objects of silver and enamel, colorful stones or glass. Many had ribbons, beads, or feathers on them. Some of the tastiest looking eggs could not be fried or boiled. They were made of chocolate or of sugar-filled candy. During the 19th century, candy eggs with a window at one end and tiny scenes inside were given as gifts. In England messages and dates were written on the eggs, and in Scotland children were given hard-boiled eggs as toys on Easter Sunday.

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N02 09  3/1  02*X604011 R10000M0                    9 13 17
T11 02  3/1  02*X604011 R10000M0                    9 13 17
S08 02  3/1  02*X604011 R10000M0                    9 13 17
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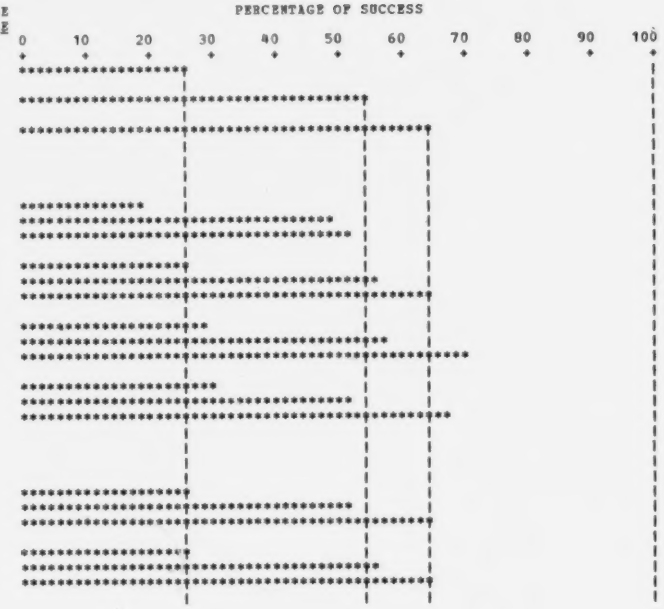
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	26.0		
	NATIONAL	13	53.7	9-->13	27.7
	NATIONAL	17	63.9	13-->17	10.2
				9-->17	37.9
REGION					
	Southeast	9	19.0		
		13	49.1	9-->13	30.1
		17	51.3	13-->17	2.3
				9-->17	32.3
	West	9	25.2		
		13	56.3	9-->13	31.2
		17	64.1	13-->17	7.8
				9-->17	38.9
	Central	9	28.5		
		13	57.1	9-->13	28.6
		17	70.3	13-->17	13.2
				9-->17	41.8
	Northeast	9	29.7		
		13	51.9	9-->13	22.2
		17	67.5	13-->17	15.6
				9-->17	37.8
SEX					
	Male	9	25.7		
		13	51.8	9-->13	26.0
		17	63.9	13-->17	12.1
				9-->17	38.1
	Female	9	26.3		
		13	55.7	9-->13	29.4
		17	63.9	13-->17	8.2
				9-->17	37.6



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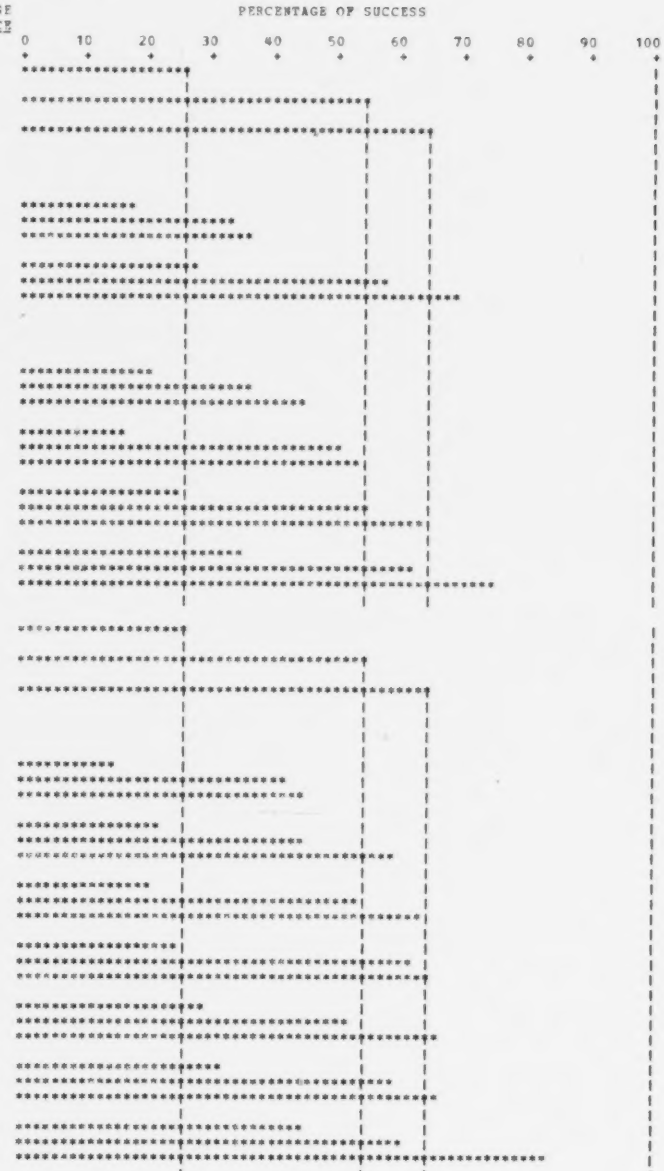
N02 39  3/1  02*X604011 R10000M0                    9 13 17
T11 02  3/1  02*X604011 R10000M0                    9 13 17
S08 02  3/1  02*X604011 R10000M0                    9 13 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	26.0		
NATIONAL	13	53.7	9-->13	27.7
NATIONAL	17	63.9	13-->17	10.2
			9-->17	37.9
COLOR				
Black	9	17.1		
	13	32.6	9-->13	15.5
	17	36.3	13-->17	3.7
			9-->17	19.2
White	9	27.6		
	13	57.8	9-->13	30.1
	17	68.3	13-->17	10.5
			9-->17	40.6
PARENTAL EDUCATION				
No High School	9	20.5		
	13	35.9	9-->13	15.4
	17	44.2	13-->17	8.3
			9-->17	23.7
Some High School	9	16.2		
	13	49.5	9-->13	33.3
	17	53.2	13-->17	3.7
			9-->17	36.9
Graduated High Sch.	9	28.4		
	13	58.0	9-->13	29.7
	17	63.3	13-->17	9.2
			9-->17	38.9
Post High School	9	38.3		
	13	62.1	9-->13	27.8
	17	74.6	13-->17	12.6
			9-->17	40.4
NATIONAL	9	26.0		
NATIONAL	13	53.7	9-->13	27.7
NATIONAL	17IS	64.4	13-->17	10.7
			9-->17	38.4
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	15.0		
	13	41.6	9-->13	26.6
	17IS	44.9	13-->17	3.3
			9-->17	29.9
Extreme Rural	9	22.1		
	13	44.5	9-->13	22.4
	17IS	58.5	13-->17	14.0
			9-->17	36.4
Small City	9	20.6		
	13	52.9	9-->13	32.3
	17IS	62.2	13-->17	9.3
			9-->17	41.6
Medium City	9	24.7		
	13	61.2	9-->13	36.5
	17IS	64.5	13-->17	3.3
			9-->17	39.8
Rest Of Big City	9	28.3		
	13	51.5	9-->13	23.3
	17IS	65.9	13-->17	14.3
			9-->17	37.6
Suburban Fringe	9	30.8		
	13	58.9	9-->13	28.0
	17IS	66.2	13-->17	7.3
			9-->17	35.4
Extreme Aff Suburb	9	45.0		
	13	59.6	9-->13	14.6
	17IS	82.7	13-->17	23.0
			9-->17	37.7



Exercise 604 -- Ages 9, 13 and 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This story gives a brief history of Easter eggs from the time of King Edward I to the 19th century--a span of some 600 years. Nine, 13 and 17-year-olds were asked to select the best of four suggested titles for the story. Of the individuals at the three age levels, 26%, 54% and 64%, respectively, correctly chose "Easter Eggs in the Past." The most attractive incorrect title was "Easter Eggs in King Edward's Day" with 45%, 31% and 20%, respectively, of individuals at the three age levels choosing it. These Easter eggs were only the earliest of those discussed. Another attractive incorrect title was "Painted Easter Eggs" with 19%, 12% and 12%, respectively, of individuals at the three age levels choosing it. Only King Edward's eggs were mentioned as being painted. Although the figures for those who chose the correct title show a percentage increase of 28 going from age 9 to age 13 and an additional percentage increase of 10 going from age 13 to age 17, 36% of 17-year-olds still failed to comprehend the total message of the story. Perhaps this exercise helps refute a popular notion that the main idea of a paragraph is stated in the first sentence.

Exercise 608 -- Age 9, 13 and 17

Read the passage and answer the question on the next page.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

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years.*

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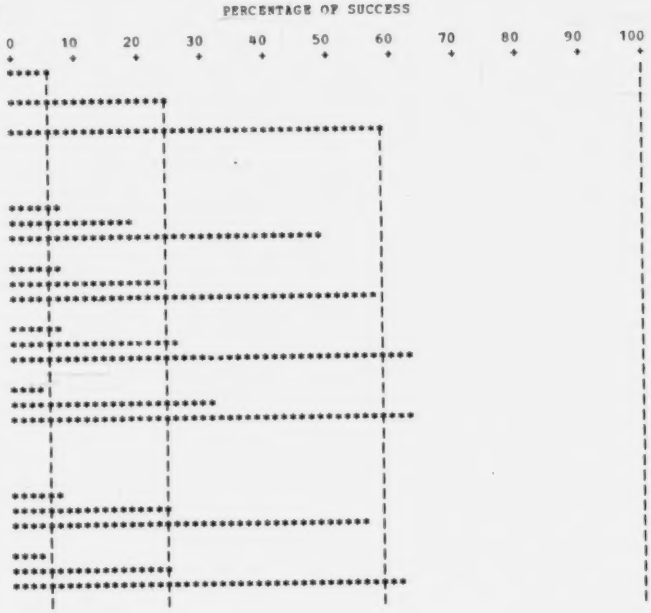
Nat'l % Choosing Each Answer			How does the author present the story of Helen Keller?
Age 9	Age 13	Age 17	
14.1%	15.0%	9.9%	○ As a diary
9.5%	18.2%	7.7%	○ As a flashback
9.8%	16.3%	8.0%	○ In interview form
6.2%	24.4%	58.4%	● In chronological order
30.6%	22.7%	14.0%	○ As an eyewitness to Helen Keller's achievements
26.7%	2.8%	1.7%	○ I don't know.
3.3%	0.6%	0.2%	No response

N05 14 3/1 04*X608012 R02000M0 9 13 17
T12 14 3/1 04*X608012 R02000M0 9 13 17
S04 11 3/1 04*X608012 R02000M0 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	6.2		
	NATIONAL	13	24.4	9-->13	18.2
	NATIONAL	17	58.4	13-->17	34.0
				9-->17	52.3
REGION					
	Southeast	9	6.5		
		13	17.9	9-->13	11.4
		17	48.4	13-->17	30.4
				9-->17	41.9
	West	9	6.6		
		13	22.2	9-->13	15.5
		17	57.4	13-->17	35.2
				9-->17	50.7
	Central	9	6.7		
		13	25.8	9-->13	19.1
		17	62.8	13-->17	37.1
				9-->17	56.2
	Northeast	9	4.9		
		13	30.8	9-->13	25.9
		17	62.4	13-->17	31.5
				9-->17	57.5
SEX					
	Male	9	7.8		
		13	24.9	9-->13	17.1
		17	55.7	13-->17	30.8
				9-->17	47.9
	Female	9	4.5		
		13	23.9	9-->13	19.4
		17	61.4	13-->17	37.5
				9-->17	56.9



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T12 14  3/1  04*X608012 R02000M0                    9 13 17
S04 11  3/1  04*X608012 R02000M0                    9 13 17
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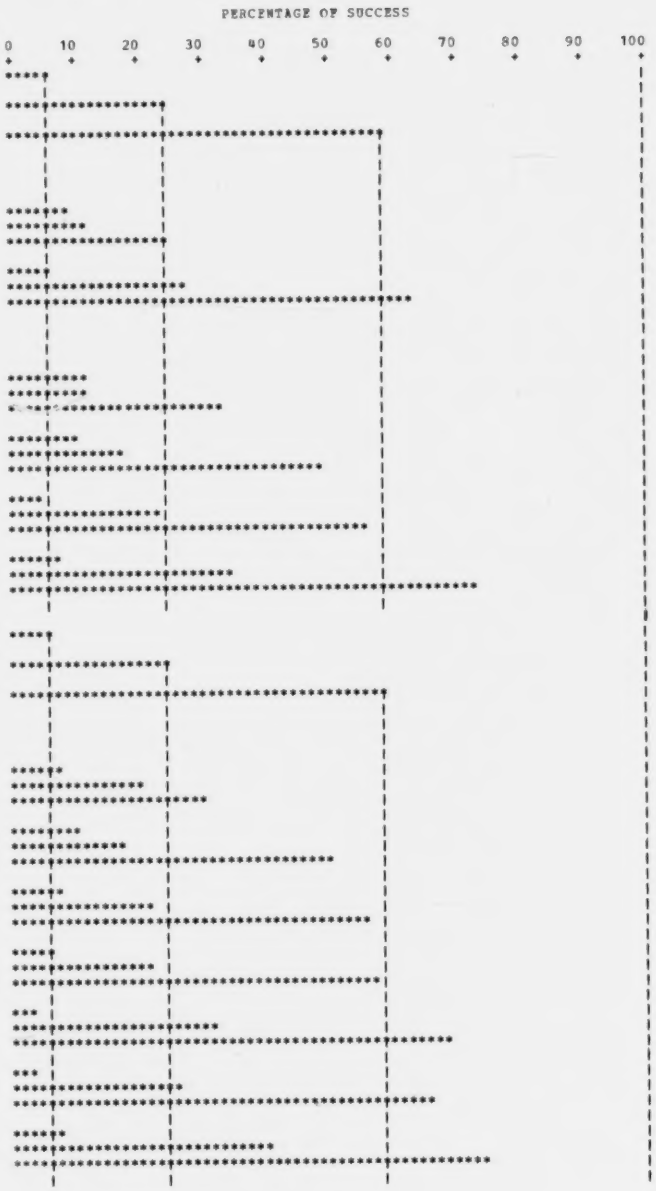
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	6.2		
NATIONAL	13	24.4	9-->13	18.2
NATIONAL	17	58.4	13-->17	34.0
			9-->17	52.3
COLOR				
Black	9	7.9		
	13	11.1	9-->13	3.1
	17	24.6	13-->17	13.5
			9-->17	16.6
White	9	5.8		
	13	26.7	9-->13	21.0
	17	62.8	13-->17	36.1
			9-->17	57.1
PARENTAL EDUCATION				
No High School	9	11.9		
	13	11.2	9-->13	-0.7
	17	32.5	13-->17	21.3
			9-->17	20.6
Some High School	9	9.3		
	13	16.6	9-->13	7.3
	17	47.9	13-->17	31.3
			9-->17	38.6
Graduated High Sch.	9	4.8		
	13	22.7	9-->13	17.9
	17	55.2	13-->17	32.5
			9-->17	50.4
Post High School	9	7.4		
	13	38.9	9-->13	27.4
	17	73.0	13-->17	38.1
			9-->17	65.6
NATIONAL	9	6.2		
NATIONAL	13	24.4	9-->13	18.2
NATIONAL	17IS	59.1	13-->17	34.7
			9-->17	53.0
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	7.1		
	13	20.4	9-->13	13.3
	17IS	30.6	13-->17	10.1
			9-->17	23.4
Extreme Rural	9	9.6		
	13	16.8	9-->13	7.2
	17IS	50.7	13-->17	33.9
			9-->17	41.1
Small City	9	6.4		
	13	21.6	9-->13	15.1
	17IS	55.5	13-->17	34.0
			9-->17	49.1
Medium City	9	6.2		
	13	21.9	9-->13	15.7
	17IS	57.1	13-->17	35.3
			9-->17	50.9
Rest Of Big City	9	3.4		
	13	31.0	9-->13	27.6
	17IS	68.6	13-->17	37.6
			9-->17	65.2
Suburban Fringe	9	3.6		
	13	25.9	9-->13	22.4
	17IS	66.3	13-->17	40.4
			9-->17	62.8
Extreme Aff Suburb	9	7.6		
	13	39.8	9-->13	32.2
	17IS	74.5	13-->17	34.7
			9-->17	66.9



Exercise 608 -- Ages 9, 13 and 17

Objective II: Analyze what is read.
Subobjective B: Perceive the structure and organization of the work.

In order to cope adequately with this exercise, 9, 13 and 17-year-olds--in addition to understanding the words in the story itself--would have to understand such words in the possible answers as diary, flashback, interview, chronological, eyewitness and achievement. At age 9, only 6% chose the correct answer and 30% either admitted not knowing the answer or made no response. Far fewer 13-year-olds (only 3%) would admit not knowing the correct answer. The percentages who chose the correct answer and various incorrect answers are about those we would expect if respondents randomly guessed. At age 17, 58% successfully determined that the story about Helen Keller was presented in chronological order. This means, however, that 42% of 17-year-olds still failed at this task.

Exercise 610 -- Ages 9 and 13

Number the events in the order in which they would happen at a baseball game.

Place a 1 in the box beside the event that would happen first. Place a 2 in the box beside the event that would happen next. Continue to number the events in the order in which they would happen at a baseball game.

[5] The final score was Yankees 5, Red Sox 4.

[1] The home team was taking the field for the start of the game.

[3] The people in the stands stood for the seventh inning stretch.

[2] The crowd cheered as the third out in the fourth inning was made.

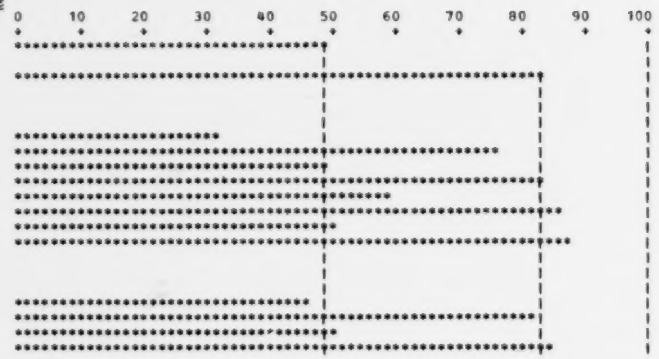
[4] The Yankee outfielder slid into home plate, tying the ballgame in the ninth inning.

Nat'l % Choosing Each Answer		
Age 9	Age 13	
51.9%	17.1%	No response / I don't know. / Incorrect order
48.1%	82.9%	Correct order

N06 13 4/1 01*X610012 U02000M0 9 13
T13 08 4/1 01*X610012 U02000M0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	48.1		
	NATIONAL	13	82.9	9-->13	34.8
REGION					
	Southeast	9	31.8		
		13	75.4	9-->13	43.6
	West	9	48.5		
		13	82.2	9-->13	33.7
	Central	9	58.3		
		13	86.3	9-->13	28.0
	Northeast	9	50.0		
		13	87.3	9-->13	37.3
SEX					
	Male	9	46.2		
		13	81.3	9-->13	35.1
	Female	9	50.0		
		13	84.3	9-->13	34.4

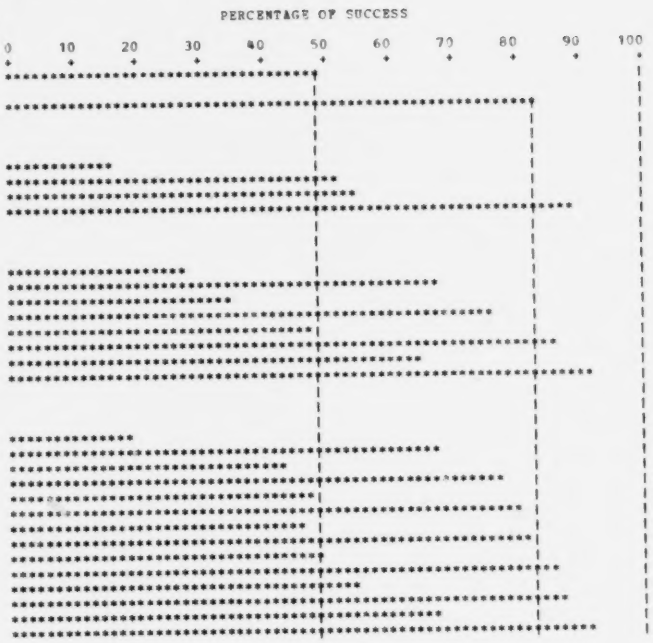


N06 13 4/2 10*X610012 (ASSIGNED)
T13 08 4/2 10*X610012 (ASSIGNED)

9 13
9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	48.1		
NATIONAL	13	82.9	9-->13	34.8
COLOR				
Black	9	15.4		
	13	51.6	9-->13	36.3
White	9	53.8		
	13	88.2	9-->13	34.4
PARENTAL EDUCATION				
No High School	9	27.0		
	13	67.5	9-->13	40.6
Some High School	9	33.9		
	13	75.8	9-->13	41.9
Graduated High Sch.	9	47.1		
	13	85.3	9-->13	38.2
Post High School	9	64.4		
	13	92.1	9-->13	27.7
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	18.7		
	13	67.8	9-->13	49.1
Extreme Rural	9	43.2		
	13	77.5	9-->13	34.3
Small City	9	46.6		
	13	80.7	9-->13	34.1
Medium City	9	46.3		
	13	82.0	9-->13	35.7
Rest Of Big City	9	48.8		
	13	85.2	9-->13	36.4
Suburban Fringe	9	54.2		
	13	87.4	9-->13	33.2
Extreme Aff Suburb	9	67.0		
	13	91.3	9-->13	24.3



Exercise 610 -- Ages 9 and 13

Objective II: Analyze what is read.
Subobjective A: Be able to trace sequences.

This exercise gives a list of events that could happen at a baseball game. While 48% of 9-year-olds were able to indicate the order in which these events would have happened, 83% of 13-year-olds were able to do so. This represents a percentage increase of 35 going from age 9 to age 13. However, 17% of 13-year-olds still failed at this task.

Exercise 612 -- Ages 9, 13, 17 and Adult

Read the passage and answer the question on the next page.

One spring Farmer Brown had an unusually good field of wheat.

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environment is likely to bring about a whole series of changes.*

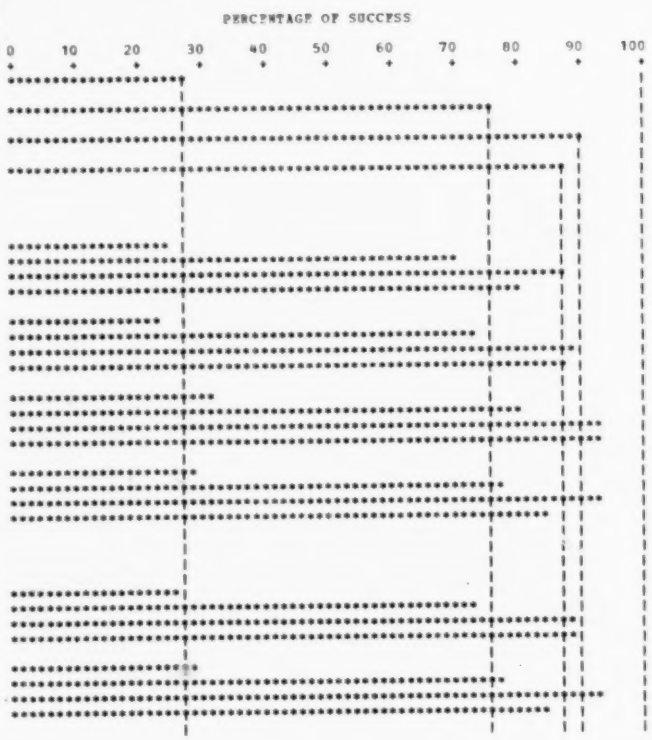
*Balance in Nature, Bertha Morris Parker, reprinted by permission of Harper and Row Publishers.

Nat'l % Choosing Each Answer				What is the MAIN idea of this passage?
Age 9	Age 13	Age 17	Adults	
26.5%	9.6%	3.1%	5.4%	○ Farmers should not shoot any birds.
15.0%	5.5%	1.1%	2.6%	○ Insects eat up all the farmer's crops.
6.8%	2.8%	1.1%	1.1%	○ No crops can be grown without sunlight.
10.7%	3.8%	1.4%	1.4%	○ Birds eat up most of the farmer's grain.
26.9%	75.1%	90.7%	86.7%	● All living things are affected by living things.
10.3%	2.7%	1.8%	2.0%	○ I don't know.
3.9%	0.5%	0.7%	0.9%	No response

N07 06 3/1 05*I612011 R10000%0 9 13 17 A
T02 14 3/1 05*I612011 R10000%0 9 13 17 A
S06 11 3/1 05*I612011 R10000%0 9 13 17 A
A06 07 3/1 05*I612011 R10000%0 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	26.9		
	NATIONAL	13	75.1	9-->13	48.1
	NATIONAL	17	90.7	13-->17	15.6
	NATIONAL	Ad	86.6	17-->Ad	-4.1
				9-->Ad	59.7
REGION					
	Southeast	9	24.4		
		13	69.7	9-->13	45.3
		17	86.5	13-->17	16.9
		Ad	79.5	17-->Ad	-7.0
				9-->Ad	55.1
	West	9	23.0		
		13	73.5	9-->13	50.5
		17	89.2	13-->17	15.7
		Ad	87.4	17-->Ad	-1.8
				9-->Ad	64.4
	Central	9	30.8		
		13	79.7	9-->13	48.9
		17	92.4	13-->17	12.6
		Ad	93.2	17-->Ad	0.9
				9-->Ad	62.4
	Northeast	9	28.3		
		13	76.7	9-->13	48.4
		17	93.2	13-->17	16.5
		Ad	84.1	17-->Ad	-9.0
				9-->Ad	55.8
SEX					
	Male	9	25.5		
		13	73.2	9-->13	47.7
		17	88.6	13-->17	15.4
		Ad	88.5	17-->Ad	-0.1
				9-->Ad	63.0
	Female	9	28.4		
		13	77.1	9-->13	48.7
		17	92.8	13-->17	15.8
		Ad	84.9	17-->Ad	-7.9
				9-->Ad	56.5



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T02 14  3/1  05*X612011 R10000N0                    9 13 17 A
S06 11  3/1  05*X612011 R10000N0                    9 13 17 A
A06 07  3/1  05*X612011 R10000N0                    9 13 17 A
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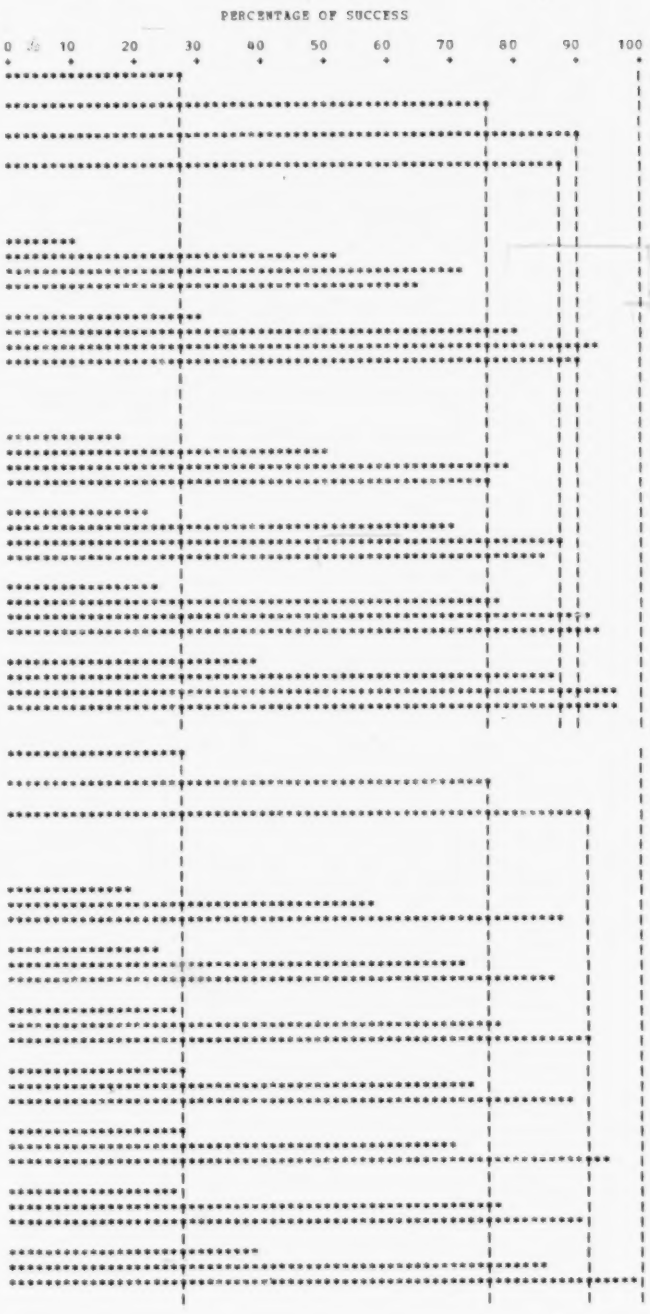
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	26.9		
NATIONAL	13	75.1	9-->13	48.1
NATIONAL	17	90.7	13-->17	15.6
NATIONAL	Ad	86.6	17-->Ad	-4.1
			9-->Ad	59.7
COLOR				
Black	9	10.5		
	13	51.4	9-->13	40.9
	17	72.0	13-->17	20.6
	Ad	63.7	17-->Ad	-8.2
			9-->Ad	53.3
White	9	29.4		
	13	79.7	9-->13	50.4
	17	93.1	13-->17	13.4
	Ad	89.4	17-->Ad	-3.7
			9-->Ad	60.1
PARENTAL EDUCATION				
No High School	9	16.9		
	13	50.5	9-->13	33.6
	17	78.2	13-->17	27.7
	Ad	76.1	17-->Ad	-2.1
			9-->Ad	59.2
Some High School	9	21.2		
	13	69.4	9-->13	48.2
	17	87.5	13-->17	18.1
	Ad	85.0	17-->Ad	-2.6
			9-->Ad	63.7
Graduated High Sch.	9	22.1		
	13	77.6	9-->13	55.4
	17	91.0	13-->17	13.4
	Ad	92.5	17-->Ad	1.5
			9-->Ad	70.4
Post High School	9	37.9		
	13	85.4	9-->13	47.5
	17	95.7	13-->17	10.3
	Ad	96.3	17-->Ad	0.5
			9-->Ad	58.4
NATIONAL	9	26.9		
NATIONAL	13	75.1	9-->13	48.1
NATIONAL	17IS	91.0	13-->17	16.0
			9-->17	64.1
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	19.1		
	13	57.3	9-->13	38.3
	17IS	86.5	13-->17	29.2
			9-->17	67.4
Extreme Rural	9	22.3		
	13	71.5	9-->13	49.2
	17IS	85.3	13-->17	13.8
			9-->17	63.0
Small City	9	25.1		
	13	76.6	9-->13	51.6
	17IS	91.5	13-->17	14.9
			9-->17	66.5
Medium City	9	26.8		
	13	73.2	9-->13	46.4
	17IS	89.2	13-->17	15.9
			9-->17	62.3
Rest Of Big City	9	26.4		
	13	69.9	9-->13	43.4
	17IS	94.1	13-->17	24.3
			9-->17	67.7
Suburban Fringe	9	26.4		
	13	77.5	9-->13	51.1
	17IS	90.5	13-->17	13.0
			9-->17	64.1
Extreme Aff Suburb	9	38.8		
	13	84.3	9-->13	45.5
	17IS	98.2	13-->17	13.9
			9-->17	59.4



Exercise 612 -- Ages 9, 13, 17 and Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This passage discusses the balance among both living and non-living environmental factors and how an upset in any one of them can affect many others. Of the individuals at the four age levels, 27%, 75%, 91% and 87%, respectively, were able to choose the best answer--"All living things are affected by living things." While the main idea of this passage eluded most 9-year-olds, most 13-year-olds and nearly all 17-year-olds and young adults were successful. However, 25% of 13-year-olds failed and 9% and 13% of 17-year-olds and young adults, respectively, still could not identify the main idea of this passage.

Exercise 615 -- Ages 9, 17 and Adult

Read the passage and answer the question which follows it.

A sports car differs from an ordinary passenger car in that

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better gas mileage than an ordinary passenger car.*

Nat'l % Choosing Each Answer			What does the writer tell you about sports cars?
Age 9	Age 17	Adults	
1.6%	0.1%	0.1%	○ Prices
2.4%	0.3%	0.8%	○ Colors and styles
2.2%	0.1%	0.5%	○ Places to buy them
2.4%	0.3%	0.2%	○ Number of people they hold
83.7%	98.7%	96.8%	● How sports cars differ from passenger cars
6.2%	0.5%	0.5%	○ I don't know.
1.4%	0.1%	1.1%	No response

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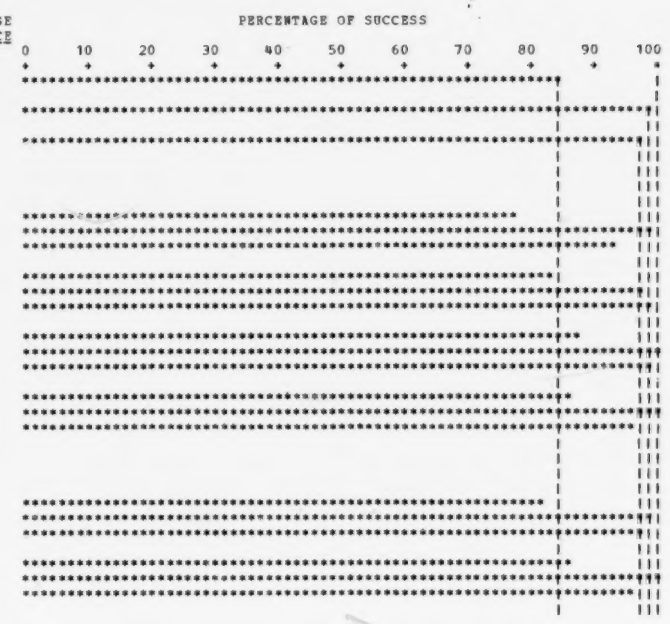
N08 01 3/1 05*X615011 R10000M0 9 17 A
S06 07 3/1 05*X615011 R10000M0 9 17 A
A02 14 3/1 05*X615011 R10000M0 9 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	83.7		
	NATIONAL	17	98.7	9-->17	15.0
	NATIONAL	Ad	96.8	17-->Ad	-1.9
				9-->Ad	13.1
REGION					
	Southeast	9	77.8		
		17	98.0	9-->17	20.1
		Ad	93.0	17-->Ad	-5.0
				9-->Ad	15.1
	West	9	82.5		
		17	97.4	9-->17	14.9
		Ad	99.0	17-->Ad	1.7
				9-->Ad	16.6
	Central	9	86.9		
		17	99.4	9-->17	12.5
		Ad	98.1	17-->Ad	-1.3
				9-->Ad	11.2
	Northeast	9	85.5		
		17	99.6	9-->17	14.1
		Ad	95.9	17-->Ad	-3.7
				9-->Ad	10.5
SEX					
	Male	9	82.0		
		17	98.1	9-->17	16.1
		Ad	97.6	17-->Ad	-0.5
				9-->Ad	15.5
	Female	9	85.4		
		17	99.3	9-->17	13.9
		Ad	96.1	17-->Ad	-3.2
				9-->Ad	10.7



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N08 01  3/1  05*X615011 R10000M0                    9    17 A
S06 07  3/1  05*X615011 R10000M0                    9    17 A
A02 14  3/1  05*X615011 R10000M0                    9    17 A
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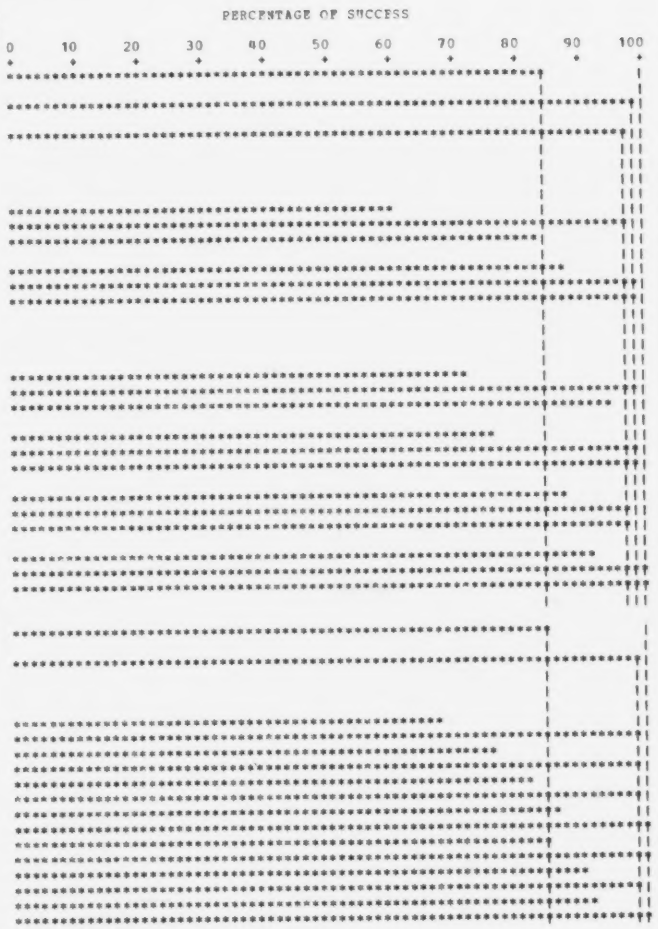
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	83.7		
NATIONAL	17	98.7	9-->17	15.0
NATIONAL	Ad	96.8	17-->Ad	-1.9
			9-->Ad	13.1
COLOR				
Black	9	59.5		
	17	96.8	9-->17	37.3
	Ad	82.3	17-->Ad	-14.6
			9-->Ad	22.8
White	9	87.6		
	17	99.0	9-->17	11.4
	Ad	98.6	17-->Ad	-0.3
			9-->Ad	11.0
PARENTAL EDUCATION				
No High School	9	70.8		
	17	97.9	9-->17	27.1
	Ad	94.2	17-->Ad	-3.8
			9-->Ad	23.3
Some High School	9	75.0		
	17	99.1	9-->17	24.1
	Ad	98.6	17-->Ad	-0.5
			9-->Ad	23.6
Graduated High Sch.	9	86.5		
	17	97.8	9-->17	11.3
	Ad	97.2	17-->Ad	-0.6
			9-->Ad	10.7
Post High School	9	91.8		
	17	99.9	9-->17	8.1
	Ad	00.0	17-->Ad	0.1
			9-->Ad	8.2
NATIONAL	9	83.7		
NATIONAL	17IS	99.1	9-->17	15.4
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	66.9		
	17IS	99.0	9-->17	32.1
Extreme Rural	9	76.0		
	17IS	98.3	9-->17	22.2
Small City	9	82.1		
	17IS	98.6	9-->17	16.5
Medium City	9	86.0		
	17IS	99.5	9-->17	13.5
Rest Of Big City	9	83.6		
	17IS	99.4	9-->17	15.8
Suburban Fringe	9	89.3		
	17IS	99.0	9-->17	9.6
Extreme Aff Suburb	9	91.1		
	17IS	00.0	9-->17	8.9



Exercise 615 -- Ages 9, 17 and Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This passage presents several facts that describe how sports cars differ from ordinary passenger cars. Of the individuals at the three age levels, 84%, 99% and 97%, respectively, correctly identified the main idea of this passage. It would seem that it was relatively easy for 9-year-olds to comprehend the main idea of this passage and extremely easy for the 17-year-olds and young adults. However, the alternative incorrect answers are not plausible.

Exercise 616 -- Ages 9, 13 and 17

Read the passage and complete the sentence on the next page.

Scarlet fever begins with fever, chills, headache, and sore

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pneumonia, and inflammation of the heart.*

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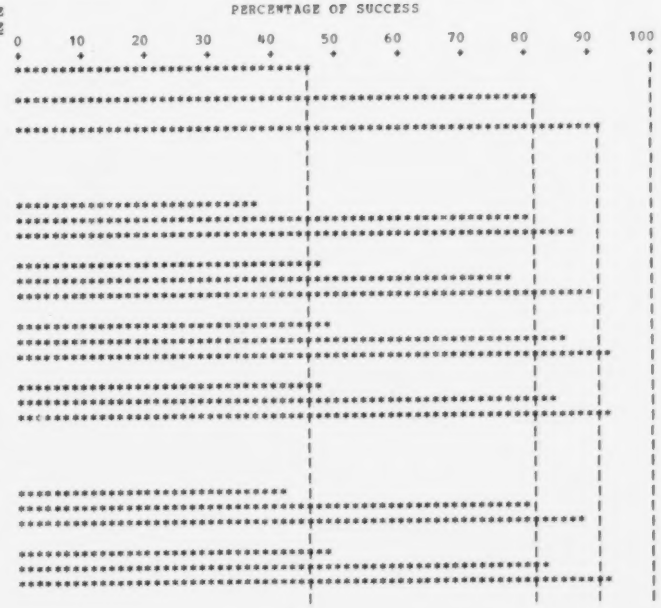
Nat'l % Choosing Each Answer				The passage BEGINS by telling us
Age 9	Age 13	Age 17		
15.8%	3.5%	1.5%	○	how to take care of scarlet fever.
6.8%	1.5%	0.6%	○	how to keep from getting scarlet fever.
4.2%	1.0%	0.3%	○	how old you have to be to get scarlet fever.
18.1%	9.5%	4.2%	○	that other diseases may accompany scarlet fever.
45.3%	81.8%	91.2%	●	how you look and feel when you get scarlet fever.
9.2%	2.5%	1.4%	○	I don't know.
0.5%	0.2%	0.7%		No response

N08 10 3/1 05*X616011 R10000M0 9 13 17
T09 11 3/1 05*X616011 R10000M0 9 13 17
S07 15 3/1 05*X616011 R10000M0 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	45.3		
	NATIONAL	13	81.8	9-->13	36.4
	NATIONAL	17	91.2	13-->17	9.4
				9-->17	45.8
REGION					
	Southeast	9	36.7		
		13	79.5	9-->13	42.8
		17	86.9	13-->17	7.3
				9-->17	50.1
	West	9	46.6		
		13	77.8	9-->13	31.2
		17	90.2	13-->17	12.4
				9-->17	43.6
	Central	9	49.1		
		13	85.1	9-->13	36.0
		17	92.8	13-->17	7.7
				9-->17	43.7
	Northeast	9	46.7		
		13	83.9	9-->13	37.1
		17	93.4	13-->17	9.5
				9-->17	46.6
SEX					
	Male	9	42.0		
		13	80.3	9-->13	38.3
		17	89.0	13-->17	8.7
				9-->17	47.0
	Female	9	48.7		
		13	83.4	9-->13	34.6
		17	93.3	13-->17	9.9
				9-->17	44.6



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W08 10  3/1  05*X616011 R10000M0                    9 13 17
T09 11  3/1  J5*X616011 R10000M0                    9 13 17
S07 15  3/1  05*X616011 R10000M0                    9 13 17
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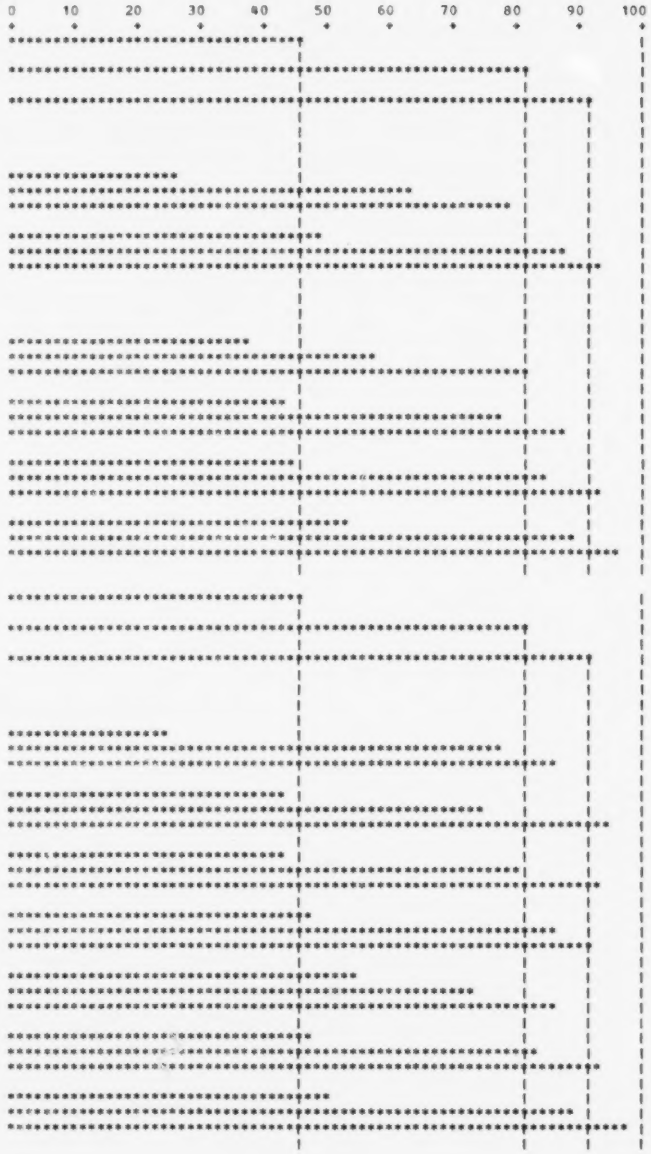
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	45.3		
NATIONAL	13	81.8	9-->13	36.4
NATIONAL	17	91.2	13-->17	9.4
			9-->17	45.8
COLOR				
Black	9	25.1		
	13	62.2	9-->13	37.1
	17	78.5	13-->17	16.3
			9-->17	53.4
White	9	48.8		
	13	86.7	9-->13	37.9
	17	93.1	13-->17	6.4
			9-->17	44.3
PARENTAL EDUCATION				
No High School	9	36.9		
	13	57.1	9-->13	20.3
	17	81.6	13-->17	24.4
			9-->17	44.7
Some High School	9	42.3		
	13	77.1	9-->13	34.8
	17	87.8	13-->17	10.8
			9-->17	45.5
Graduated High Sch.	9	48.1		
	13	88.8	9-->13	40.7
	17	93.0	13-->17	8.2
			9-->17	48.9
Post High School	9	52.8		
	13	88.4	9-->13	35.6
	17	95.3	13-->17	6.9
			9-->17	42.5
NATIONAL	9	45.3		
NATIONAL	13	81.8	9-->13	36.4
NATIONAL	17IS	92.0	13-->17	10.2
			9-->17	46.7
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	23.9		
	13	77.8	9-->13	53.9
	17IS	85.1	13-->17	7.3
			9-->17	61.2
Extreme Rural	9	42.7		
	13	73.9	9-->13	31.2
	17IS	94.0	13-->17	20.1
			9-->17	51.3
Small City	9	43.3		
	13	80.3	9-->13	37.0
	17IS	93.2	13-->17	12.9
			9-->17	49.9
Medium City	9	46.6		
	13	85.7	9-->13	39.1
	17IS	91.9	13-->17	6.2
			9-->17	45.2
Rest Of Big City	9	53.6		
	13	73.0	9-->13	19.4
	17IS	85.9	13-->17	12.9
			9-->17	32.3
Suburban Fringe	9	46.7		
	13	83.2	9-->13	36.5
	17IS	92.6	13-->17	9.4
			9-->17	45.8
Extreme Aff Suburb	9	49.8		
	13	88.5	9-->13	38.7
	17IS	97.4	13-->17	8.9
			9-->17	47.6



Exercise 616 -- Ages 9, 13 and 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This passage gives a brief description of scarlet fever--from early and subsequent symptoms through diagnosis and treatment to possible accompanying side effects. Success on this exercise required recognizing this sequential development and being able to state that the passage begins by "telling us how you look and feel when you get scarlet fever." Of the individuals at the three age levels, 45%, 82% and 91%, respectively, chose the correct answer. On the basis of these figures, it would seem that 9-year-olds tended to have some trouble grasping the organization of the passage, but at least most 13 and 17-year-olds could grasp the organization; however, see Exercise 626.

Exercise 618 -- Ages 9 and 13

Read the two stories and answer the question which follows them.

Story 1

A handsome prince was riding his horse in the woods. He saw a dragon chasing a beautiful princess. The prince killed the dragon. The prince and the princess were then married.

Story 2

Mary was taking a boat ride on a lake. The boat tipped over. Mary was about to drown when a young man jumped in the lake and saved her.

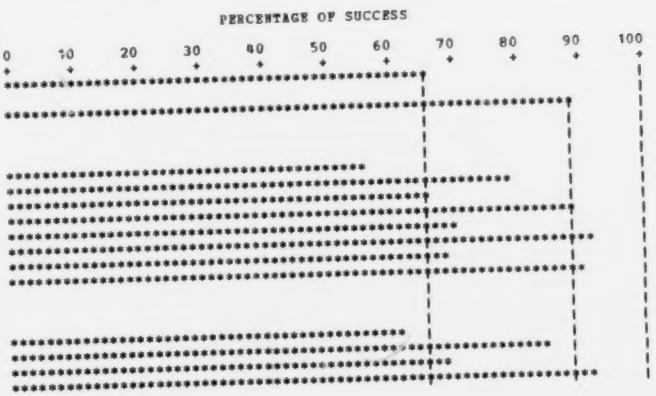
Nat'l % Choosing Each Answer		If Story 2 ends like Story 1, what would happen next in Story 2?
Age 9	Age 13	
10.6%	2.4%	○ A prince would kill a dragon.
6.4%	4.1%	○ The young man would become a prince.
65.5%	88.0%	● Mary and the young man would get married.
5.8%	2.1%	○ The king would give the young man some money.
7.5%	1.9%	○ I don't know.
4.2%	1.5%	No response

W09 04 3/1 03*X618014 R00040H0
T12 15 3/1 03*X618014 R00040H0

9 13
9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	65.5		
	NATIONAL	13	88.0	9-->13	22.4
REGION	Southeast	9	55.9		
		13	79.2	9-->13	23.3
	West	9	65.3		
		13	88.5	9-->13	23.3
	Central	9	70.7		
		13	92.0	9-->13	21.3
	Northeast	9	68.6		
		13	90.6	9-->13	22.0
SEX	Male	9	61.7		
		13	85.0	9-->13	23.3
	Female	9	69.2		
		13	90.9	9-->13	21.7



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N09 04  3/1  03*X618014 R00040H3                    9 13
T12 15  3/1  03*X618014 R00040H0                    9 13
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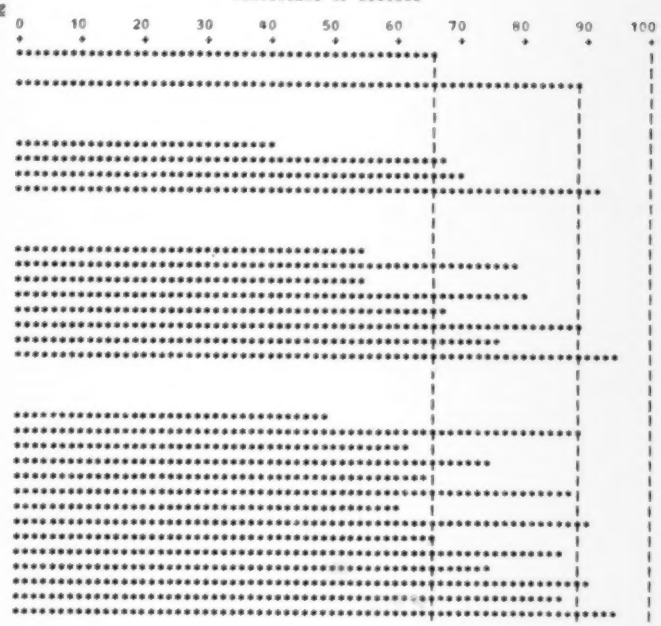
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	65.5		
NATIONAL	13	88.0	9-->13	22.4
COLOR				
Black	9	39.3		
	13	67.5	9-->13	28.2
White	9	70.6		
	13	91.5	9-->13	20.9
PARENTAL EDUCATION				
No High School	9	53.7		
	13	78.7	9-->13	25.0
Some High School	9	54.4		
	13	80.0	9-->13	25.6
Graduated High Sch.	9	67.2		
	13	88.0	9-->13	20.7
Post High School	9	76.0		
	13	93.6	9-->13	17.6
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	48.0		
	13	88.5	9-->13	40.5
Extreme Rural	9	61.8		
	13	75.0	9-->13	13.2
Small City	9	68.0		
	13	87.8	9-->13	23.8
Medium City	9	59.9		
	13	90.2	9-->13	30.3
Rest Of Big City	9	65.9		
	13	85.6	9-->13	19.7
Suburban Fringe	9	73.7		
	13	90.6	9-->13	16.9
Extreme Aff Suburb	9	85.1		
	13	94.5	9-->13	9.4



Exercise 618 -- Ages 9 and 13

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

Two thought processes are necessary for success on this exercise. First, one must recognize the general paradigm of the two stories: girl in distress; hero saves girl; hero and girl get married. Second, one must recognize that the third part of the paradigm is missing from Story 2 and infer that Mary and the young man would get married. While 66% of 9-year-olds saw the parallel structure of the two stories and were successful, 88% of 13-year-olds succeeded. While this represents a percentage gain of 22 going from age 9 to age 13, 12% of 13-year-olds failed on this task.

Exercise 622 -- Ages 13 and 17

Read the paragraph and answer the question which follows it.

Any attempt to label an entire generation is unrewarding, and

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young generation has done that continually from early youth."

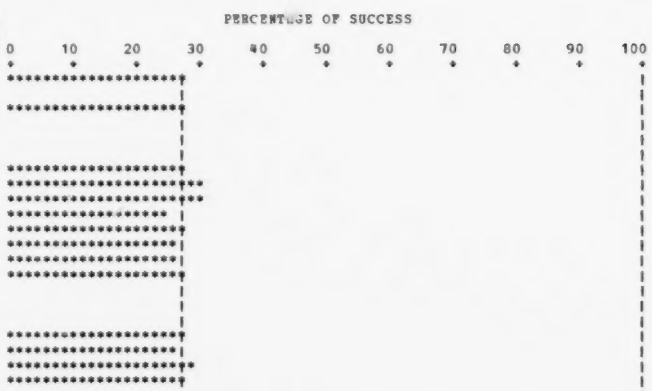
Nat'l % Choosing Each Answer		What is the MAIN point of the paragraph?
Age 13	Age 17	
31.7%	32.8%	○ The beat generation
35.9%	38.4%	○ The labeling of a past generation
27.6%	26.7%	● The definition of the word "beat"
4.4%	1.7%	○ I don't know.
0.3%	0.4%	No response

*"This is the Beat Generation," The Character of Prose, Clellon Holmes, reprinted by permission of the New York Times Company.

T01 09 3/1 03*X622011 R10000M0 13 17
S08 11 3/1 03*X622011 R10000M0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	27.6		
NATIONAL	17	26.7	13-->17	-0.9
REGION				
Southeast	13	27.8		
	17	29.7	13-->17	1.9
West	13	29.4		
	17	23.8	13-->17	-5.6
Central	13	27.4		
	17	26.3	13-->17	-1.1
Northeast	13	25.6		
	17	27.2	13-->17	1.6
SEX				
Male	13	26.7		
	17	26.3	13-->17	-0.5
Female	13	28.5		
	17	27.2	13-->17	-1.3



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T01 09  3/1  03*X622011 R10000*0                    13 17
S08 11  3/1  03*X622011 R10000*0                    13 17
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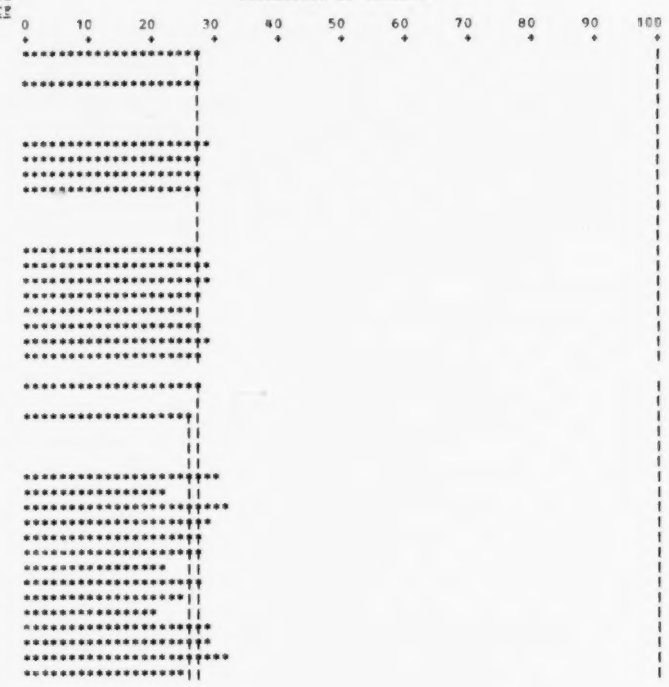
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	27.6		
NATIONAL	17	26.7	13-->17	-0.9
COLOR				
Black	13	29.0		
	17	26.5	13-->17	-2.5
White	13	27.3		
	17	26.9	13-->17	-0.4
PARENTAL EDUCATION				
No High School	13	26.9		
	17	29.0	13-->17	2.1
Some High School	13	28.7		
	17	27.2	13-->17	-1.5
Graduated High Sch.	13	25.5		
	17	26.9	13-->17	1.4
Post High School	13	28.3		
	17	26.5	13-->17	-1.8
NATIONAL	13	27.6		
NATIONAL	17IS	26.2	13-->17	-1.4
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	29.7		
	17IS	21.2	13-->17	-8.6
Extreme Rural	13	31.1		
	17IS	28.9	13-->17	-2.2
Small City	13	27.5		
	17IS	27.4	13-->17	-0.0
Medium City	13	21.6		
	17IS	27.5	13-->17	5.9
Rest Of Big City	13	24.3		
	17IS	19.3	13-->17	-5.0
Suburban Fringe	13	29.3		
	17IS	28.4	13-->17	-0.8
Extreme Aff Suburb	13	30.7		
	17IS	23.6	13-->17	-7.1



Exercise 622 -- Ages 13 and 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

Although this passage alludes to "labeling an entire [past] generation" and "the beat generation," the main point of the passage is not the generation itself or the fact of labeling it but the definition of the word "beat" as used in the phrase, "the beat generation." Only 28% of 13-year-olds and 27% of 17-year-olds identified this main point. "The beat generation" which is a plausible answer attracted 32% of 13-year-olds and 33% of 17-year-olds. The 36% of 13-year-olds and 38% of 17-year-olds who chose "The labeling of a past generation" seem to have missed the point of the passage entirely.

Exercise 626 -- Ages 13 and 17

Read the passage and complete the sentence which follows it.

Scarlet fever begins with fever, chills, headache, and sore

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pneumonia, and inflammation of the heart.*

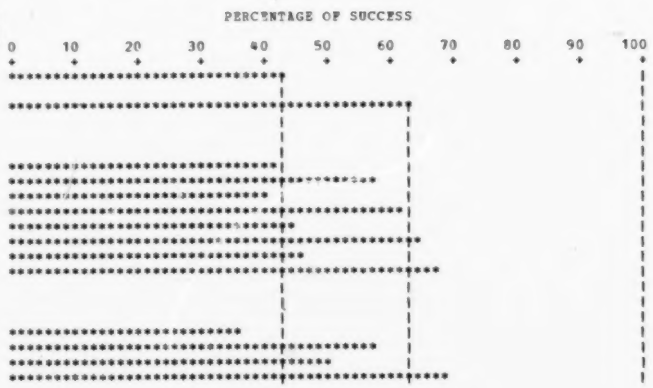
Nat'l % Choosing Each Answer			Immediately after the passage discusses the use of penicillin to treat scarlet fever, it tells about
Age 13	Age 17		
21.9%	21.2%	○	the symptoms of scarlet fever.
12.7%	8.9%	○	the lasting consequences of the disease.
11.5%	2.7%	○	the hands and feet of people with scarlet fever.
42.8%	62.7%	●	the other diseases that accompany scarlet fever.
8.0%	3.7%	○	I don't know.
3.1%	0.9%		No response

*Golden Home and High School Encyclopedia, vol. 16, reprinted by permission of Golden Press, Inc.

T11 08 3/1 04*X626012 R02000M0 13 17
S04 10 3/1 04*X626012 R02000M0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	42.8		
NATIONAL	17	62.7	13-->17	19.9
REGION				
Southeast	13	40.8		
	17	57.5	13-->17	16.7
West	13	39.7		
	17	61.2	13-->17	21.5
Central	13	43.9		
	17	63.7	13-->17	19.8
Northeast	13	46.1		
	17	67.0	13-->17	20.9
SEX				
Male	13	35.9		
	17	57.5	13-->17	21.6
Female	13	49.7		
	17	68.3	13-->17	18.6



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T11 08  3/1  04*X626012 R02000M0                    13 17
S04 10  3/1  04*X626012 R02000*0                    13 17
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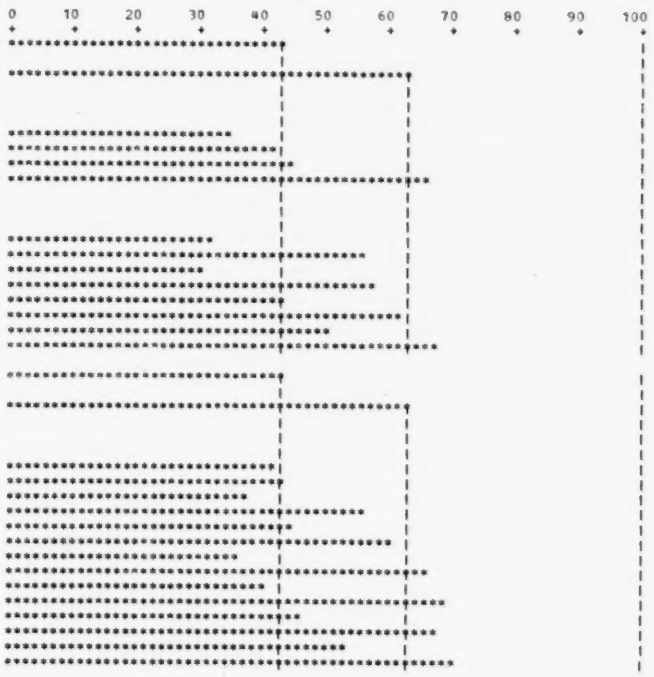
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	42.8		
NATIONAL	17	62.7	13-->17	19.9
COLOR				
Black	13	33.7		
	17	41.2	13-->17	7.5
White	13	48.5		
	17	65.4	13-->17	20.9
PARENTAL EDUCATION				
No High School	13	31.4		
	17	56.1	13-->17	24.7
Some High School	13	30.6		
	17	56.9	13-->17	26.4
Graduated High Sch.	13	42.4		
	17	62.1	13-->17	19.7
Post High School	13	50.1		
	17	67.7	13-->17	17.6
NATIONAL	13	42.8		
NATIONAL	17IS	62.6	13-->17	19.9
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	41.4		
	17IS	43.0	13-->17	1.5
Extreme Rural	13	36.5		
	17IS	55.6	13-->17	19.2
Small City	13	43.6		
	17IS	60.3	13-->17	16.7
Medium City	13	36.0		
	17IS	65.8	13-->17	29.8
Rest Of Big City	13	39.9		
	17IS	68.9	13-->17	28.9
Suburban Fringe	13	46.3		
	17IS	66.4	13-->17	20.1
Extreme Aff Suburb	13	53.6		
	17IS	69.7	13-->17	16.2



Exercise 626 -- Ages 13 and 17

Objective II: Analyze what is read.
Subobjective A: Be able to trace sequences.

This is the same scarlet fever passage seen earlier (Exercise 616). This time, however, 13 and 17-year-olds were asked to identify what was discussed immediately after the passage discusses the use of penicillin to treat scarlet fever. Only 43% of 13-year-olds and 63% of 17-year-olds stated "the other diseases accompanying scarlet fever." These figures compare with 82% of 13-year-olds and 91% of 17-year-olds who correctly identified "telling us how you look and feel when you get scarlet fever" (Exercise 616). It would seem that both 13 and 17-year-olds have more difficulty with organization when asked for information other than what happened first.

Exercise 628 -- Ages 13, 17 and Adult

Below are the four sketches of a cartoon. Put these in the right order so that they make sense. Place a number (1,2,3, or 4) in the box beside each sketch to indicate the sketch that should come first, the sketch that should come second, and so on.

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Cartoon by Henry Syverson*

Nat'l %
Choosing
Each Answer

Age 13	Age 17	Adults		
84.7%	85.6%	82.0%		Correct order
15.2%	14.0%	15.8%		Incorrect order
0.1%	0.2%	1.2%	○	I don't know.
0.0%	0.2%	1.1%		No response

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T13 15  4/1  01*X628012 R02000M0                    13 17 A
S05 10  4/1  01*X628012 R02000M0                    13 17 A
A05 13  4/1  01*X628012 R02000M0                    13 17 A
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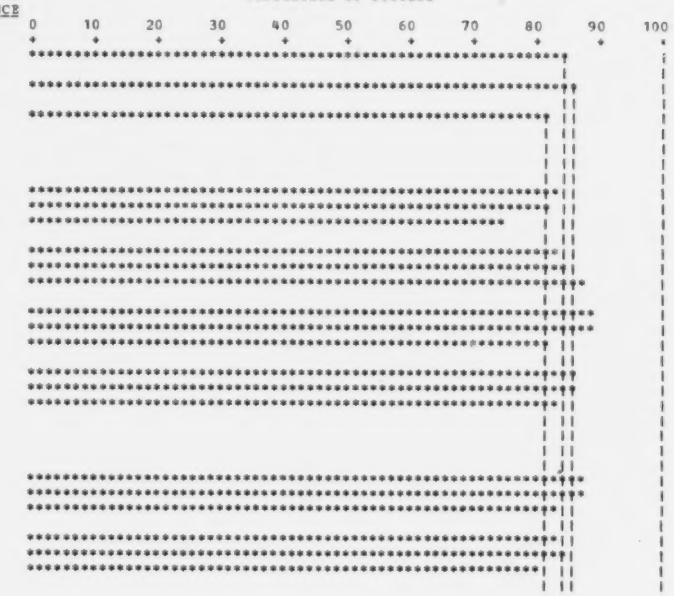
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	13	84.7		
	NATIONAL	17	85.6	13-->17	0.9
	NATIONAL	Ad	82.0	17-->Ad	-3.7
				13-->Ad	-2.7
REGION					
	Southeast	13	82.2		
		17	81.7	13-->17	-0.5
		Ad	74.9	17-->Ad	-6.8
				13-->Ad	-7.3
	West	13	82.5		
		17	83.7	13-->17	1.2
		Ad	86.9	17-->Ad	3.2
				13-->Ad	4.4
	Central	13	88.0		
		17	89.0	13-->17	0.9
		Ad	80.8	17-->Ad	-8.2
				13-->Ad	-7.3
	Northeast	13	85.4		
		17	86.3	13-->17	0.9
		Ad	83.1	17-->Ad	-3.3
				13-->Ad	-2.3
SEX					
	Male	13	86.5		
		17	87.0	13-->17	0.6
		Ad	83.5	17-->Ad	-3.5
				13-->Ad	-2.9
	Female	13	83.1		
		17	84.4	13-->17	1.3
		Ad	80.5	17-->Ad	-3.9
				13-->Ad	-2.6



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T13 15  4/1  01*X628012 R02000*0                    13 17 A
S05 10  4/1  01*X628012 R02000*0                    13 17 A
A05 13  4/1  01*X628012 R02000*0                    13 17 A
```
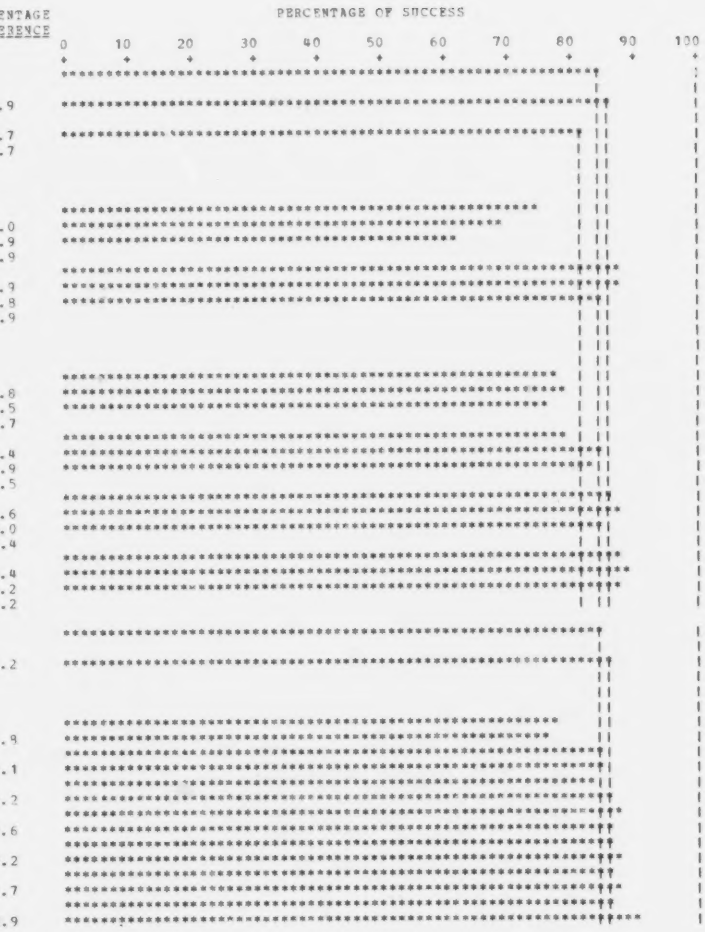

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	84.7		
NATIONAL	17	85.6	13-->17	0.9
NATIONAL	Ad	82.0	17-->Ad	-3.7
			13-->Ad	-2.7
COLOR				
Black	13	73.9		
	17	68.9	13-->17	-5.0
	Ad	62.0	17-->Ad	-6.9
			13-->Ad	-11.9
White	13	86.6		
	17	87.5	13-->17	0.9
	Ad	84.7	17-->Ad	-2.8
			13-->Ad	-1.9
PARENTAL EDUCATION				
No High School	13	77.1		
	17	77.9	13-->17	0.8
	Ad	76.4	17-->Ad	-1.5
			13-->Ad	-0.7
Some High School	13	78.4		
	17	83.8	13-->17	5.4
	Ad	82.9	17-->Ad	-0.9
			13-->Ad	4.5
Graduated High Sch.	13	85.7		
	17	87.2	13-->17	1.6
	Ad	84.3	17-->Ad	-3.0
			13-->Ad	-1.4
Post High School	13	87.6		
	17	87.9	13-->17	0.4
	Ad	87.8	17-->Ad	-0.2
			13-->Ad	0.2
NATIONAL	13	84.7		
NATIONAL	17IS	85.8	13-->17	1.2
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	77.8		
	17IS	76.0	13-->17	-1.9
Extreme Rural	13	83.9		
	17IS	83.8	13-->17	-0.1
Small City	13	83.5		
	17IS	85.6	13-->17	2.2
Medium City	13	86.9		
	17IS	86.2	13-->17	-0.6
Rest Of Big City	13	85.1		
	17IS	87.3	13-->17	2.2
Suburban Fringe	13	85.8		
	17IS	87.5	13-->17	1.7
Extreme Aff Suburb	13	86.4		
	17IS	89.3	13-->17	2.9



Exercise 628 -- Ages 13, 17 and Adult

Objective II: Analyze what is read.
Subobjective A: Be able to trace sequences.

Here 13 and 17-year-olds and young adults were simply asked to indicate the correct order of the cartoon pictures. Of course, success depended on their being able to determine the story line. Of the individuals at the three age levels, 85%, 86% and 82%, respectively, gave the correct order.

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